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The WESTERN SCHOOL JOURNAL

— INCORPORATED Mr. S. H. Forrest SOURIS
A Bulletin of the Department of
A Bulletin of the Manitoba Educational Association

HEREDITY

Vagrantly wandering in the tropical heat,
Fanning the Jungle trees,
A stray breeze halted at an Orchid Pod,
—A brood of a million seed—
Inviting one of this multitude
To go with him away.
The little seed of which I write
Left home for a long, long stay.
Riding atop this noiseless steed,
Circling in and out,
She found a spot in a tall tree trunk,
Crept in between the bark.
Tired from riding she went to sleep,
Awakening one day to find
Herself an orchid growing too,
Like the parent left behind.

—Wellington Owen.

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The Western School Journal

Vol. XXVII.

Number 9

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The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXVII.

WINNIPEG, NOVEMBER, 1932

No. 9

Editorial

A WORTHY TEACHER HONORED

It was a fitting honor that was extended to Mr. Edgar Burgess by his old students and his associates in teaching, when to the number of one hundred and twenty they met in the Marlborough Hotel on Saturday evening last. Mr. Burgess has spent most of his life in teaching in the province, and there is no one in the profession who is more worthy of honor. Apart from his personal qualities which were such as to endear him to young and old alike, he was a teacher in a thousand. If any one ever put the pupil rather than the subject of study in the centre of the picture he did and yet no one was more thoroughly acquainted with the subject he was teaching. Was it mathematics? He had the keen delight of solving along with his students a particularly complex problem. When a student had a victory in this field, Mr. Burgess was almost as jubilant as if the solution had been his own. "Pride of performance" was the controlling motive during class work, and no other motivation was required. Was it science? The same keen delight was shown in observation in making experiments and in making hypotheses. It was not mere book study that the students were interested in.

They took pride in discovery. Was it English? Then there was no finer student of the great writers than Mr. Burgess. He entered whole-heartedly into the spirit of the selections under consideration and all the students whom he taught came away with a love for the highest and best.

A great teacher then was Mr. Burgess, and withal charming in his modesty, equally charming when serious or gay, when on the field of sport or in the class room or in private life. A great teacher and a great man. His students and fellow teachers were honored in honoring him.

The most precious reward for honest worthy service is the appreciation of those who have been benefited. Mr. Burgess has glorified the teaching profession. May he be spared for many years and may the memory of Saturday night's meeting be a continual reminder to him that his school day friends are the friends of his declining years.

In next issue of this Journal will appear an article written by Mr. Burgess some years ago, and we commend it to those who think that old-timers were all antiquated in their thinking and their appreciations.

THE UNIVERSITY

The sympathy of the public, and more especially the sympathy of the teachers, will be extended to the University at this particular time. It is not the intention of the Journal to pass any

judgment on those who are directly or indirectly concerned with the loss of the endowments. The Commission after due deliberation, will apportion the blame, and there may be some way found of

restoring part of the losses to the government, which has assumed the responsibility of meeting the deficit. No matter what decisions may be arrived at, the University, and no doubt all educational institutions, will be compelled for years to live on short rations. Our own thought is that a reorganization of the University at the present time, and a complete recasting of the courses of instruction will be necessary, if higher education in the Province is to meet the needs of all who have the wish and the ability to profit by it and if the University is to come within reasonable distance of meeting its financial obligations.

It is a misfortune that when the University Act was passed in 1917, that the control was not vested directly in the Department of Education. After all the four University years are but courses for Grades XIII., XIV., XV., XVI. The habit of separating high schools from elementary schools, as in Saskatchewan and Alberta, is in every-way a blunder. In the same way the separation of the University from the schools below, as if it were not part of a unified system, is equally faulty. Under the Department of Education, committees or boards could function, which would naturally co-operate, because they would all be possessed of a common purpose — the education of all the people. As it is now, the high schools continually complain that their courses of study are dictated not by the needs of the adolescents who come for training, but by the University Council. The high schools are not free. The Council, it is claimed, does not study the needs of the adolescent population of the province, but rather does it study the programmes of other universities in order to keep step with them. Unfortunately there may be some justification for this criticism. In somewhat the same way the High School programme sets the pace for the elementary schools.

If education aims at growth or development, that given in later years should be based upon that given in the

earlier. The first familiarity of those engaged in higher education should be with the work done in the lower schools. There should be perfect dovetailing of courses. This applies even to the courses that are more or less technical.

One reason why in this province there is difficulty in getting the University to consider itself as an institution which but continues the work done in elementary and high schools, receiving directions from them, rather than giving directions to them, is the composition of the University Council. The Council is not a state-controlled body and though the representatives are men and women of fine attainment, they nearly all voice the claims of special interests. Under a better system those who direct the education in high schools, and those who know the needs of adolescents in town and country, should be freely consulted in the determination of courses. It is generally agreed that he who pays the piper might call the tune.

Apart from all this the University can remodel its courses to advantage. We are a young country and it is presumptuous for us to ape the larger, highly-endowed universities of Britain, the United States and Eastern Canada. All four Western Universities are wearing clothes far too big for their bodies. Research is a fine thing, but it is not for them just yet except in a few special lines of local interest. If we had money it might be different. Highly specialized study is excellent, but a general course is much more desirable for four-fifths of the student body. The study of English literature is imperative, but the course should not be such as is suitable only for College professors. The same stricture might be made of other courses that are offered. They are not what common sense and ordinary wisdom would dictate. Usually the man who is least fitted to plan a course for ordinary people is a highly trained specialist. Bobbit's "Curriculum" elaborates this thought.

There is of course the problem remaining of carrying along the work in co-operation with the denominational

colleges. One of these has retired from the field of academic teaching, others might be better if they were given

power to grant their own degrees. It would at least be more honest all around. But that is another question.

KEEP SPIRITUALLY YOUNG

No teacher has any right to be as old as his years. He must be young at forty, younger still at fifty. In a perennial garden of youth, there is no place for the gardener who is spiritually superannuated. Mental hygiene demands that we refuse to become senile, either in mind or in spirit or in outlook. The dews of youth may never dry on the brow of the teacher. Think of your own early teachers! How they reappear to you now, in retrospect. Fullness of years, graying hair, wrinkling brows—yes, inevitably. But was there not something else more characteristic of the best and most inspired of them? Ah, yes! Eyes as bright as youth's eyes; visions as fair as youth's visions; interests and enthusiasms as fresh and contagious as youth's interests and enthusiasms!

Keep spiritually young, teacher! Refuse to grow old and testy. Be buffeted by life but not wasted by it. Know harshness of fate, it may be, but do not

be soured by it. Your mission is too noble, your touch too fine, your influence too delicate, to permit you to become either stagnated with life or embittered by it! Plan for your present and future—physically, philosophically, financially. Keep your physical organism strong and robust through much play and recreation. Build your own philosophy or life, but be sure to make it a worthy and eminently satisfying one. Seek comradeship and friendship with people. Refrain from becoming a recluse of the classroom. Improve and better yourself constantly. Live a full and abundant life. Throw all your energies into your daily work; spend and be spent! Thus shall you move through your years in the schoolroom as a stimulating, powerful guide and companion of all the legions of your children.—Lawrence Augustus Averill, head, department of psychology, State Teachers College, Worcester, Massachusetts.

THE CONSUMERS' RIGHT TO PROGRESSIVE EDUCATION

The American Medical Association reports that the wholesale prices of twelve common proprietary substances, used in medical treatment, totaled \$31.65 for twelve ounces, whereas the same substances, purchased in the same quantities under their technical names, could be bought for \$11.25. Roughly, at retail, the comparison would be between \$90 for the proprietary articles and \$35 for the articles under their scientific or dictionary names, making the introduction and advertising of the proprietary name alone cost the consumer sixty per cent of the selling price of the proprietary articles, or one hundred and fifty per cent of the selling price of the nonproprietary substances. Thus,

a simple mixture of sulphur, starch, borax, and baking soda, costing six cents wholesale, when packed in a fancy box with a fancy name brought \$3.50 retail as a "remedy" for various ailments. The contents of a six-ounce bottle of a well-known dressing for the hair, selling at fifty cents can be reproduced for a tenth of a cent. In other days, it would have sold for about five cents at the drug store and the purchaser would have brought his own bottle, saving even that small cost now regularly wasted by every one who buys at the grocer's or the druggist's, and who throws away good and usable containers by dozens monthly.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

De Coverley Papers

Teachers are advised that they should read with their classes the following essays, namely: 1, 2, 106, 107, 108, 110, 112, 113, 115, 116, 117, 122, 130, 131, 269, 329, 335, 517.

Grain Inspection in Canada

Teachers are advised that "Grain Inspection in Canada—a Bulletin of the Federal Department of Trade and Commerce," is out of print. The Department of Trade and Commerce has been receiving a number of enquiries for this Bulletin recently but is unable to supply it.

Remembrance Day

The eleventh day of November is known as "Remembrance Day" and by an Act of the Federal Government this day is a legal holiday. The schools will be closed on Remembrance Day.

Special Notice re Physics, Grade XII.

Students who have not taken Physics in Grade XI., but who wish to take this subject in Grade XII., may follow the course listed in the University Calendar as Physics 1A. This course includes Chapters IV., V., XIII., XIV., XVI., XXV. and XXVI. of the regular text in addition to the work prescribed in the Programme of Studies for Grade XII. The examination paper in Physics for Grade XII. will contain one or more obligatory questions based on these seven chapters for those students who are taking Physics 1A.

Special Notice re Chemistry, Grade XII.

Students who have not taken Chemistry in Grade XI. but who wish to take this subject in Grade XII. may follow the course listed in the University Calendar as Chemistry 1A. This course includes Chapters I.-IV. inclusive, XI., XIII. and XX. of the text in addition to the work prescribed in the Programme of Studies for Grade XII. The examination paper in Chemistry for Grade XII. will contain one or more obligatory questions based on these chapters for those who are taking Chemistry 1A.

Examination Supplies

Principals and teachers should note that the Department does not provide examination booklets and supplies for the December Examinations. Read carefully the Regulations and Instructions which will be mailed with the question papers.

Application Forms

for the December Examinations will be ready October 24th and all requests for these forms should be forwarded to this office as soon as possible. All completed applications must be received at the Registrar's Office, Department of Education, together with the fees, not later than November 21st. Applications received after November 21st must be accompanied by the late registration fee of \$1.00 in addition to the regular fee. Such late applications are entirely at the students' own risk. To late applicants we can give no assurance that

papers can be provided and permission given to write the examinations concerned. The fee for each examination is stated on the application blank and is also given in the table below. The following forms will be available:

Grades IX. and X. and XI.

(one form).

Grade XII.

One application form only is required from each candidate. If the student has conditions from more than one Grade the application form for the highest grade should be used and the subjects applied for shown on it.

Table of Fees

The fee for Grades IX. and X. is one dollar per paper.

The fee for Grade XI. is Three Dollars for the first paper and One Dollar for each additional paper.

The fee for Grade XII. is Three Dollars for the first paper and Two Dollars for each additional paper.

Algebra and Geometry, Grades X. and XI.

Students who have elected to complete all the work of Geometry in Grade X. this year will write the Grade XI. examination in Geometry. This applies to all schools including Collegiate Institutes. The recommendation of the school will not be accepted for final standing in this subject. Collegiate Institutes however who are following the course in Algebra and Geometry as outlined in the Departmental circular of August 30th may recommend their students for Grade X. standing in these subjects in view of the fact that the students will write the final examination in Grade XI. on this work.

PROGRAMME OF RADIO LESSONS

November 7th to December 10th

Monday, Nov. 7th, 5.15-5.35 p.m.—

Grade XI.—“The Shorthand of Chemistry”—Dr. E. F. Willoughby, Kelvin Technical High School.

Tuesday, Nov. 8th, 5.15-5.35 p.m.—

Grade IX.—“Conditions of the People in the Later Middle Ages”—Miss L. H. McKnight, Lord Roberts Junior High School.

Wednesday, Nov. 9th, 5.15-5.35 p.m.—

Grade X.—“The Structure of Living Organisms”—

Thursday, Nov. 10th, 5.15-5.35 p.m.—

Grade XI.—“The Church and the Seigneur in New France”—Mr. George Florence, Daniel McIntyre Collegiate Institute.

Friday, Nov. 11th, 5.15-5.35 p.m.—

“The Place of Sacrifice in Life”—Rev. Clark B. Lawson, Greenwood United Church.

Saturday, Nov. 12th, 10.30-10.50 a.m.—

Grades VII. and VIII.—“Some Pictures of Mediaeval England”—Mr. E. H. Morgan, Riverview School.

Monday, Nov. 14th, 5.15-5.35 p.m.—

Grades X. and XI.—“The Paragraph”—Miss M. Anderson, Daniel McIntyre Collegiate Institute.

Tuesday, Nov. 15th, 5.15-5.35 p.m.—

Grades VII., VIII., IX.—“Music Appreciation—Art Songs”—Miss E. A. Kinley, Daniel McIntyre Collegiate Institute.

Wednesday, Nov. 16th, 5.15-5.35 p.m.—

Grade X.—“The Effects of the Industrial and Agrarian Revolutions”—Mr. W. G. Oliver, Daniel McIntyre Collegiate Institute.

Thursday, Nov. 17th, 5.15-5.35 p.m.—

Grade XI.—“My Last Duchess”—Miss A. Turner, St. John's Technical High School.

Friday, Nov. 18th, 5.15-5.35 p.m.—

Grades IX. and X.—“Readings from Wm. Drummond”—Mr. C. K. Rogers, Assistant Deputy Minister, Department of Education.

Saturday, Nov. 19th, 10.30-10.50 a.m.—

Grades VII. and VIII.—“Sherwood Forest in the Days of King Richard”—

Miss T. K. Stratton, Department of Education.

Monday, Nov. 21st, 5.15-5.35 p.m.—

Grade XI.—“Air Pressure”—Mr. I. G. Arnason, Daniel McIntyre Collegiate Institute.

Tuesday, Nov. 22nd, 5.15-5.35 p.m.—

Grade IX.—“Explorations in the time of the Renaissance”—Miss L. H. McKnight, Lord Roberts Junior High School.

Wednesday, Nov. 23rd, 5.15-5.35 p.m.—

Grade X.—“Diffusion in Plants and Animals”—

Thursday, Nov. 24th, 5.15-5.35 p.m.—

Grade XI.—“The Struggle that Made Canada a British Colony”—Mr. J. M. Scurfield, Kelvin Technical High School.

Friday, Nov. 25th, 5.15-5.35 p.m.—

Grades IX. and X.—“Christmas Ghosts Interview Mr. Scrooge”—Miss Effie Thompson, Earl Grey Junior High School.

Saturday, Nov. 26th, 10.30-10.50 a.m.—

Grades VII. and VIII.—“Production of Rice”—Mr. F. D. Baragar, Principal Sparling School.

Monday, Nov. 28th, 5.15-5.35 p.m.—

Grade XI.—“The Chemistry of Solutions”—Dr. E. F. Willoughby, Kelvin Technical High School.

Tuesday, Nov. 29th, 5.15-5.35 p.m.—

Grades VII., VIII., IX.—Music Appreciation—“Christmas Carols”—Miss E. A. Kinley, Daniel McIntyre Collegiate Institute.

Wednesday, Nov. 30th, 5.15-5.35 p.m.—

Grade X.—“The Early Growth of the English Constitution”—Mr. W. G. Oliver, Daniel McIntyre Collegiate Institute.

Thursday, Dec. 1st, 5.15-5.35 p.m.—

Grade XI.—“Tennyson and Arthur Hallam”—Miss M. McBeth, Kelvin Technical High School.

Friday, Dec. 2nd, 5.15-5.35 p.m.—

Grades VII. and VIII.—“Distribution of Fruits and Seeds”—Mr. H. McIntosh, Provincial Normal School, Winnipeg.

Saturday, Dec. 3rd, 10.30-10.50 a.m.—

Grades VII., VIII., IX.—“Picture Appreciation”—Mr. E. W. Sellors, Aberdeen Junior High School.

Monday, Dec. 5th, 5.15-5.35 p.m.—

Grade XI.—“Magnetism and Electromagnetism”—Mr. I. G. Arnason, Daniel McIntyre Collegiate Institute.

Tuesday, Dec. 6th, 5.15-5.35 p.m.—

Grade IX.—“The Catholic Reformation”—Miss L. H. McKnight, Lord Roberts Junior High School.

Wednesday, Dec. 7th, 5.15-5.35 p.m.—

Grade X.—“Digestion and Absorption of Food”—

Thursday, Dec. 8th, 5.15-5.35 p.m.—

Grade XI.—“French Colonists under British Rule”—Mr. George Florence, Daniel McIntyre Collegiate Institute.

Friday, Dec. 9th, 5.15-5.35 p.m.—

Grade IX.—“A Merry Christmas to Us All! God Bless Us!”—Miss Effie Thompson, Earl Grey Junior High School.

Saturday, Dec. 10th, 10.30-10.50 a.m.—

Grades VII. and VIII.—“Some Pictures of Tudor England”—Mr. E. H. Morgan, Riverview School.

Teachers will be interested in the notice given below. The series of talks will be of great value to teachers and pupils in music, art, literature, history, geography and science. Teachers are asked to make this series known to the students and through them to the public.

N.E.C. RADIO PROGRAMME

October 30th-December 4th, 1932

“The World of 1800”

Note—The following programme has been arranged by the Radio Committee of the National Council of Education and associated organizations, in co-operation with the Manitoba Telephone System. Its purpose is to re-create, by means of Sunday concerts from the works of its musicians and week-day talks on outstanding men, that time in our history which centres in the year 1800.

SUNDAYS—October 30, November 6, 13, 20, 27, December 4.

Musical programmes from the works of Beethoven, Haydn and Mozart, arranged by Miss Eva Claire and the Manitoba Music Option Board.

Evening programmes to be given from 8 to 8.30 every week night but Saturday.

MONDAYS—October 31, November 7, 14, 21, 28.

"What was Going on in the World in 1800?"

Oct. 31.—"Napoleon"—Mr. G. J. Reeve.

Nov. 7.—"Wellington"—Professor N. Fieldhouse.

Nov. 14.—"The Younger Pitt"—Miss E. E. Moore.

Nov. 21.—"Washington"—Professor R. O. McFarlane.

Nov. 28.—"Stein"—Mr. Marcus Hyman.

TUESDAYS—November 1, 8, 15, 22, 29.

"Industry and Commerce in 1800"

Nov. 1.—"Beginnings of the Industrial Revolution"—Mr. R. F. McWilliams, K.C.

Nov. 8.—"A Widening World"—Mrs. Logie Macdonnell.

Nov. 15.—"Europe's Internal Walls"—Mr. Rhodes Smith.

Nov. 22.—"Wars and Trade—International Law—Lord Stowell"—Mr. Eldon Siddall.

Nov. 29.—"Adam Smith—The New Economic Principles"—Professor L. W. Moffit.

WEDNESDAYS—November 2, 9, 16, 23, 30.

"The Literary People of 1800"

Nov. 2.—"Goethe"—Professor J. H. Heinzelmann.

Nov. 9.—"Scott"—Rev. A. E. Kerr.

Nov. 16.—"Byron"—Professor W. T. Allison.

Nov. 23.—"Wordsworth"—Miss E. S. Colwell.

Nov. 30.—"Chateaubriand"—Professor W. F. Osborne.

THURSDAYS—November 3, 10, 17, 24, December 1.

"How People Lived in 1800"

Nov. 3.—"Schools of 1800"—Mr. C. K. Rogers.

Nov. 10.—"Doctors of 1800"—Dr. Harvey Smith.

Nov. 17.—"How People Talked in 1800"—Mr. Alan Crawley.

Nov. 24.—"Preachers of 1800"—Rev. A. Eardley.

Dec. 1.—"Farms of 1800"—Hon. D. G. McKenzie.

FRIDAYS—November 4, 11, 18, 25, December 2.

"Science and Inventions in 1800"

Nov. 4.—"Travel in 1800—Stephenson"—Mr. Robert England.

Nov. 11.—"Davy and Faraday—their Discoveries"—Professor J. F. T. Young.

Nov. 18.—"Audubon—Father of American Bird Study"—Mr. A. G. Lawrence.

Nov. 25.—"Herschell—Astronomy"—Professor L. H. Warren.

Dec. 2.—"Cuvier—Anatomy"—Dr. Digby Wheeler.

Note—If this programme receives public approval, a second series—"The World of a Hundred Years Ago"—will be given in the Spring. The Radio Committee, therefore, hopes to receive many expressions of public opinion and will welcome criticism, as it will be of great help in the future work of the Committee.

FIRST CLASS PROFESSIONAL COURSE

The following detail regarding the professional work to be taken at the Summer School by Grade XI. and Grade XII. Normal School graduates should be read carefully by those required to take this work.

I.

(a) Teachers who attended the Grade XII. Course at the Winnipeg Normal School and who by reason of their good work at the Normal School are required to take only one Summer School ses-

sion, must at a Summer School session complete satisfactorily at least three courses from the list given below.

(b) Teachers who completed satisfactorily the Grade XII. Course at the Normal School and who are required to take two Summer School sessions, will be required to complete satisfactorily at least six courses from the list given below.

Teachers in (a) and (b) above will also be required to complete at least one subject selected from English II., History II., Mathematics II., Botany II., Zoology II., or French II., as shown in the current Arts Calendar of the University of Manitoba.

II.

(a) Teachers who completed satisfactorily the Second Class Professional Course at the Normal School and who have completed Grade XII., and who by reason of their good work at the Normal School are required to take only one Summer School session for a permanent Second Class license, may obtain a First Class Professional Certificate in the following manner.

Complete the course in Tests and Measurements and the Course in Psychology of Adolescence, and six other courses. If the time-table permits, students will be given the privilege of completing this work in two Summer School sessions. Such students will also be required to complete one subject selected from English II., History II., Mathematics II., Botany II., and Zoology II., or French II., as shown in the current Arts Calendar of the University of Manitoba.

(b) Teachers who have completed satisfactorily the Second Class Professional Course at the Normal School and who have completed Grade XII., but who have been required to take two summer School sessions of three courses each for Second Class Professional standing, will be permitted to complete the work for a First Class Professional Certificate by taking the two years or six courses prescribed for Second Class standing, and four additional courses to be selected by the Department. This

selection will not be made by the Department until the six courses for Second Class standing have been completed.

Such teachers will also be required to take the additional academic work, which consists of one subject selected from English II., History II., Mathematics II., Botany II. and Zoology II., or French II., as shown in the current Arts Calendar of the University of Manitoba.

General Information

No teacher will be permitted to take more than four hours of lectures per day, nor will any teacher be permitted to commence the work for a First Class Professional Certificate until Grade XII. has been completed.

Advance reading and exercises will be required for each course in Education. Study guides will be available about December 1st. All students will be required before the opening of the Summer School to satisfy the Department and the Summer School authorities that the advance requirements have been met satisfactorily, and no student will be permitted to proceed with the Summer School work in Professional Courses unless the advance work has been completed.

The additional requirements in higher academic studies may be taken in the regular way at any time, or may be taken at the Summer School.

Teachers in (I.) and (II.) above may select their First Class Professional subjects from the list given below. In making this selection, they should consult the programme of work which will be offered from year to year. The programme for 1933 is given elsewhere in this issue of the Journal.

1. Psychology of Exceptional Children.
2. Tests and Measurements.
3. Organization and Management.
4. Modern Educational Theories.
5. Psychology of Adolescence.

(Any Two)

1. Junior French Course.
2. Junior High School Science, (Biology).
3. Course in Art, VII. to IX.

4. Speech Arts, Senior.
5. Music, VII. to IX.

(Any Three)

1. Mathematics, VII. to IX.
2. Composition and Grammar, VII. to IX.
3. History, Civics and Geography, VII. to IX.

(Any One)

Manitoba Summer School, 1933

At the Summer School in 1933 the following courses will be offered. The courses starred indicate those subjects which may be taken for First Class Professional credit.

Course

1. Art, Grades I. to III. (including handwork).
2. Music Methods, Grades I. to IX.

3. Music Appreciation, Grades I. to IX.

4. Reading and Oral Expression, Grades I. to III.

5. Reading, Grades IV. to VI.

- *12. Art, Grades IV. to IX.

13. Art Appreciation.

- *17. Teaching Junior French, Grades VII. to IX.

- *19. Junior High School Science, Biology.

- *21. Teaching Composition and Grammar, VII. to IX.

- *22. Geography, Grades VII. to IX.

30. Pupil Study Habits.

- *32. Tests and Measurements.

- *33. Modern Theories of Education.

- *35. School Organization and Management.

Special Articles

READER REFORMATION

How long will the average adult read a newspaper article or magazine story, if it proves difficult for him to follow, or lacking in interest? Not long, not at all. Hence the tremendous efforts put forth by our newspapers to give news speedy form, by our magazines to allure with elaborate illustrations. The turning of a page is as fatal in this field as is the moving of a dial in a radio program.

To the teacher of literature and English, especially to the non-English, our own prescribed texts often present serious pitfalls to understanding and interest. Our idioms are many, and notoriously difficult. If they appear in a lesson already hard because of situations far removed from the child's experience, then failure is inevitable. If we add to the two difficulties already mentioned, too many unfamiliar words and involved sentences, the child stumbles through his lesson without an idea of what he has read. No enjoyment can

come from such a selection. Without interest there is no appreciation, and the lack of these will result in a dislike of any form of reading, lasting long after he has left school. Nor can such a deplorable condition be said to belong to the New Canadian only. It is there though in not quite so acute a form in a great majority of our Anglo-Saxon children.

I have chosen to illustrate, certain sentences from the Canadian Reader prescribed for Grade Four. It is in this grade that the child should gain an interest in reading that will set him to hunt for reading for himself from sources outside of the school. It is in this grade, too often, alas, that he develops inhibitions impossible to eradicate.

The prairie child, for instance, will find difficulty to understand this sentence from "Grace Darling"—"A stiff breeze was blowing right in her teeth." How can they be expected to know that

a ship's language differs vastly from anything to which they are accustomed?

Or how do you think little Jake, late of Galicia, will understand this sentence from "Shakespeare's Boyhood"? "He hung on every word; his eyes were glued on the stage." Jake's idea of glue comes from the Busywork he does at school, and children are astonishingly literal-minded.

Here is a sentence from "The Maid of Ecluser," which is entirely beyond the Grade Four child, even if he comes of stock Anglo-Saxon since the days of Alfred: "Volley after volley was fired at her, but no bullet found its billet."

Judge one child's amazement in the story of "Damon and Pithias," when he found it said of the stern tyrant that "his hard heart melted at the sight."

Then there is the story of "Edith Cavell," which should be a beautiful lesson, but which, because of its would-be-pretentious style, has become a teacher's nightmare, and a scholar's despair. Listen—"Well-educated, skilled and devoted, she flung herself into her work—" "Again: "Many plans were proposed for keeping her beautiful memory green." or "—re-interred with honor in the precincts of the ancient cathedral."

Midway in the lesson, however, comes the worst stumbling block of all, "She and her assistants nursed German and Belgian wounded with equal devotion." There is no punctuation, and though I have heard it read by many pupils of different ages, mental development and environments, I have yet to hear the sentence read in any other way than, "She and her assistants nursed German and Belgian; wounded with equal devotion." The reason is obvious. The sentence, part of one much longer, is clumsy and redundant. The child needs to breathe before coming to the end of the sentence, but there are no punctuation marks to help him. In the manner of childhood he does not pause until he cannot avoid it, and so the voice naturally falls after Belgian. I have tried this same sentence with senior classes in high school, and they usually made the same mistake. The

latter corrected themselves at once, but the junior classes still re-read it in the same way, evidently under the impression that the "equal devotion" was a sword, or other weapon. Careful explanation failed to smooth away the difficulty in many cases, as was evident in a review several months later.

Other examples are easy to find, but not needed. The thing urgently needed is a remedy, which I believe involves first, last and all the time, interesting and meaningful content.

To secure this, it is not necessary that the episodes be all, always entirely within the range of the child's experience, for it is our constant desire to broaden his knowledge by the introduction of material beyond his experience. But these must have connection with the child's experience, so that the new may be related and interwoven with the old in such a way as will not interfere with enjoyment or comprehension.

It is a large demand, but it can be met. If the material be interesting enough, it will bridge situations in which the chasm of inability to understand seems far too wide. For instance, if the Grade Four child is introduced to one of Thompson-Seton's delightful animal stories, he will read similar stories eagerly. All that is needed is for the teacher to help him in his first approach. Otherwise, the stories will be of no interest, unless in rare cases.

It might be pointed out that adherence to the rule will cause the omission of many selections from writers we know as the "Classics." On the contrary, such writers will remain. It will be the hack pieces that will go. If it is true that selections from the great authors must be chosen with care, (as indeed what literature should not?), but once that is done, our pupils may enjoy the finest writings in the language. In selecting, all dialect and colloquialisms should be avoided. There are plenty of pieces to choose without including these, for their inclusion spells disaster to the Fourth Grade. I wish to stress this fact, because it is tremendously important, especially

with the New Canadian. True, there are many masterpieces of prose and poetry in dialect. The child must wait until he can enjoy them, until he is sure enough of his English not to be confused. So for this reason I would omit from the reader, "John Ridd's Ride." The charm of Blackmore's story is eternal, but its place is not in a junior reader, as anyone who has watched the child's expression, and heard him stumble over the following sentence will say: "Take off those saddle-bag things" said I, waxing wroth for reasons that I cannot tell you because they are too manifold." Poor child! No wonder he hates reading!

But the same child will respond to the poems of Newbolt and Whitcomb Riley, with their word pictures and music. He will laugh at the nonsense of Lewis Carroll and Edwin Lear. He will live with Dickens' Cratchet family. Despite the handicap of obsolete words and situations, he will delight in Cowper's John Gilpin.

Many teachers think that a child cannot detect poor writing. This has never been my experience. Let me illustrate again. I finished reading a child's classic to my pupils, who were very fond of it. Then I began reading, somewhat reluctantly, one of a popular series of boys' books, in which the youthful heroes captured bandits, rescued fliers, outwitted rustlers, and had hair-breadth escapes on every page. Soon one of the boys came to me.

"Please don't finish that book" he begged.

"But I thought you liked it" said I, secretly relieved. "You said you liked adventures, and certainly there are more in this book than the last."

He shuffled. "I know, but the other boy seemed like a reg'lar fella, and these—" he twisted his cap alarmingly as he tried to find a word to express it—"these boys are like sissies."

Sissies! He had been bored in spite of revolvers and miraculous escapes. Perhaps he had not expressed himself in the most appropriate words, but I say he had proved himself a judge of writing, second to none.

One more illustration will suffice. I read my Grade Four stories of Robin Hood. They enjoyed them greatly, and discussed favorite characters and episodes eagerly. A few weeks later I decided to let them hear Alfred Noyes' beautiful poem, "Sherwood." I asked them if we were to go to Sherwood today, whether we would not be able to imagine that Robin and his Merry Men were there still.

Then I read the poem as sympathetically as I could, making no explanations. Each child was completely absorbed by the poem. When I closed my book after the last.

"In Sherwood, in Sherwood about the break of day," there was a silence, and then a sigh. The poem is in the Reader for a Grade Six class, where often the scholars not even appreciating the exquisite word music. My Grade Four thrilled to it. A strange content had become meaningful, and so the literature of it was appreciated.

The criticism that the teacher cannot change the readers might be offered here, and it would be quite justified. But the teacher can choose the best selections in the text, omit the poor material for silent reading from other ones, supplementing those left with sources. If she keeps the rule of interesting and meaningful content before her, she will have a safe guide.

No matter how desirable the selection may be from every point of view, if the teacher herself dislikes it, she can never hope to arouse a contrary feeling in the child. Better omit it altogether, for in Grade Four nothing must be done that will quell the interest with which children may be helped, (not taught) to find delight in the printed page.

In the same way, no child should be told he must like a certain thing in literature. We are each of us, very different. The thing that pleases one of us may strike no corresponding chord in another. Stimulate and guide. do not goad. Always let a child keep his opinion, after the question has been discussed. In this way you will lay the foundation for reasoning, without

which further education is largely wasted.

Above all, be enthusiastic yourself. Choose the selections with care. If you like them, the children will too. Avoid the ostentatious passage; choose the vital and interesting. Omit mawkish sentiment and the "goody-goody" efforts so popular in the last years of the previous century. Choose the realistic, the vivid, the musical.

Your own immediate reward will be that the child will be able to look up

work in other classes, and understand what he reads. He will be able to help himself.

But your deeper and more lasting reward will be that you will have laid the foundations for his love of literature. In the words of Professor Clarke, literature will never need to be to him only "Words, words, words" as Hamlet declared, but rather as was stated by Saint John, "The Word was God"

—A.S.F.

CREATIVE WORK AT CHRISTMAS

The following letter is sent in by Mary—from Miss Belton's school near Arden. It shows what children may do to make Christmas a real festival occasion. There is always credit to be given to those who engage in helpful creative work. Every season brings its opportunity.

Mary's Letter

Salisbury School,
Arden, Man.,
Dec. 7th, 1931.

We are going to be "School Room Santas" and I will try to give you an idea how we are going to make Christmas merry.

We have gathered up all the old dolls we can find in our district, and given them on our Christmas tree for the small people. We are making rag dolls out of old stockings. We take the stocking leg and cut up a few inches to make legs. Then we sew up the legs to hold the stuffing in. Then we take two pieces of stockings and sew together for arms, stuff with rags or wool, then take an elastic and put it around for the neck. We can color in the eyes, nose, and mouth, take a little piece of stocking and make a hat for the doll. This is one suggestion.

Next we have made some candy boxes for which we are going to bring sugar, from home, and make candy on the stove here at school. We are going to hang them on the tree also.

We have been corresponding with two other schools and thought, instead

of writing this month, we would send each child a Christmas card we have made. We are also making book marks, decorated with Christmas designs. For our mothers we have made a handy book. We collected all the "favorite" recipes, since last September, that we could from the people in the district, and each day copied one in our recipe scribbler as a writing exercise. We put wall paper covers on them and pasted pictures of cakes, pies, etc. The boys could make doll furniture out of apple boxes and grape baskets to give to the little people and the girls make little quilts for them.

We are making shaving pads for our fathers. Cut a bell shaped piece of red paper and then cut about twelve bell shaped pieces of tissue paper, fasten together with a paper fastener and decorate with holly. We could also make a blotting pad by the same plan, using white blotting paper instead of tissue paper.

We have been gathering tinfoil all year to send to some children's hospital, to which we could also send scrap books made by all pupils, even grade one and two.

The last thing we are going to have is a Christmas programme, to help scatter Christmas cheer.

We thought these few suggestions might help other schools to make "Merry Christmas."

Yours sincerely,
Mary Ames.

THE REAL ALICE IN WONDERLAND

Millions of children and teachers who have not yet read, and the billions who already have read, skeptically, the story of "Alice in Wonderland," will be surprised to learn that such a person as Alice—a real female character—really existed and is still existing under the venerable name, Alice Pleasance Hargreaves, who at the recent graduation ceremony at Columbia University was honored with the degree, Doctor of Letters.

The few people, who, by irony of fate, were fortunate to witness this historic event, and the many who, in suspense, heard the voice of Alice over the radio as she acknowledged this form of honor of the New World to the Old, will agree that the well chosen words of Dr. Nicholas Murray Butler, president of Columbia University, are in themselves both a supplement to Lewis Carroll's story, "Alice in Wonderland," and a compliment to the 80 year old source of inspiration, Alice Udell, daughter of Professor Udell, then Dean of Christ College, London. Dr. Butler's address to Alice is worth while keeping. Here it is:

"Alice Pleasance Hargreaves—descendant of John of Gaunt, time-honored Lancastrian, daughter of that distinguished Oxford scholar whose fame will last until English-speaking men cease to study the Greek language and its immortal literature; awakening with her girlhood's charm the ingenious fancy of a mathematician familiar with imaginary quantities, stirring him to reveal his complete understanding of the heart of a child as well as the mind of man, to create imaginary figures and happenings in a language all his own, making odd phrases and facts to live on pages which will adorn the literature of the English tongue, time without end, and which are as charming as quizzical, and as amusing as fascinating; thereby building a lasting bridge from the childhood of yesterday to the children of countless to-morrows—you as the moving cause, Aristotle's 'final cause' of this truly noteworthy contri-

bution to English literature, I gladly admit to the degree of Doctor of Letters in this University."

It is to be hoped that the touching address will be included in the next edition of this famous story which has been translated into nearly every language on this planet. To be sure of seeing it again, it will pay the reader to clip and save it now in this "bridge" of children's fancies. And you, dear reader, if, from point of sheer curiosity, you feel inclined to read "Alice in Wonderland" for the first time, feel assured that the rabbit at the tea party, who pulls out his big watch and exclaims vehemently: "O dear, O dear, I shall be too late," is the author, Lewis Carroll (Charles Lutwidge Dodgson), who arrived late, at 8 p.m., further up the river.

"Lewis Carroll," the spectacled rabbit, was in his day, for 50 years, professor of mathematics at Christ College, London, England. One day he thought of taking a holiday. The world has perhaps already forgotten all the mathematics which he taught during these fifty years, but it has not forgotten the results of this one holiday. Being an outdoor sport, he ventured to paddle up the river. For company he took along the three little daughters of his superior, Dean Udell. Alice was one of these three children. In the afternoon they had tea on the bank of the river. Now I must not tell you any more about the boatriiding, but on that day the mathematician decided to write down his observations on children in this book, "Alice in Wonderland." It is an analysis of the child's mind. It reminds me of Schumann's musical compositions: "Kinderscenen," through which one gets a glimpse into the depths of children's minds: imagination and desire which culminate in a dream world. From the portals of this dream world we view the wonders of the Universe. It is this dream world—a world of color and beauty, a world of melodious sounds which charm the artists and crown the poets—which children

love to explore by descending into mysterious caves, by endeavoring to catch opalescent moonbeams on dewpearled petals of a rose, that the author of "Alice in Wonderland" unveiled for us and for less contented beings. After all, this dream-world, is it not at times

the only Real World in which master mathematicians labor and relax? Why spoil these dream worlds of children with pedantic examinations in the faultless month of June?

—Leonard Krueger,
Thornhill, Manitoba.

THE SHEPHERDESS

(Peggy Orde, Class E)

She walks—the lady of my delight—

A shepherdess of sheep.

Her flocks are thoughts, she keeps them white;

She guards them from the steep;

She feeds them on the fragrant height,
And folds them in for sleep.

She roams maternal hill and bright,

Dark valleys safe and deep.

Into that tender breast at night

The chastest stars may peep.

She walks—the lady of my delight—

A shepherdess of sheep.

She holds her little thoughts in sight,

Though gay they run and leap.

She is so circumspect and right;

She has her soul to keep.

She walks—the lady of my delight—

A shepherdess of sheep.

—Alice Meynell.

Aims:

1. To teach the children the value of beautiful thoughts.
2. To develop their sense of rhythm.

Method of Teaching:

At first sight this poem may seem difficult for children. They may not understand the figures yet they should be able to appreciate the choice of words, the beauty and rhythm, and understand the underlying thought.

The teacher should speak of the work of shepherdesses, explain the symbol of the shepherdess and her thoughts, which she cares for like precious sheep. The children should learn the importance of beautiful, worthwhile thoughts. Some of the more difficult words would have to be explained. Their thoughts must be chaste, must be guarded, yet they can be happy and full of joy. Evil thoughts, unlike evil deeds, do harm to no one but themselves.

The rhythm of the poem is self-apparent on being read by the teacher.

The children should feel that they would not think anything they would be ashamed to say. The little shepherdess took pride in her thoughts. After the lesson the pupil should want to take the same pride in their own thoughts.

THE TEACHING OF ENGLISH TO THE NON-ENGLISH CHILDREN

Our rural population in different parts of Manitoba consists of various nationalities. Any two neighbors speaking different languages will naturally try to use English as a medium in exchanging thought. Their children will follow the example. This somewhat facilitates the work of the public school teacher when such children first arrive to school.

There are, however, large rural territories where any other language, except English, is freely used. In such districts, many of them half-isolated, the private institutions such as homes, societies and churches may to a certain extent carry on their work as far as certain requirements of their community demand. The children, however, upon entering school from such

homes find themselves at a disadvantage to begin the first year's work. The teacher finds himself in the midst of a group of youngsters between the ages of six or seven years, but who may well be termed infants with regard to speech.

This situation forces an indispensable duty upon the teacher; to begin with the teaching of the language from the very first day of school. One might sometimes wonder why a non-English child, and more so an adult, will find it extremely difficult to pronounce some of the English words correctly. Any person unaccustomed to the motions of the Heels—rais! Knees—bend! exercise will not perform it very gracefully. Different languages give different exercises to the vocal organs, hence the difficulty in speaking a new language well.

Non-English children who before entering school, have continually used their mother tongue, have to undergo a very difficult process in learning English. They have to make minute skilful adjustments and like all other abilities requiring skill can be acquired only in constant practice and use.

The process of teaching English to the non-English children is, therefore, also a highly complicated one. They must not only be taught to receive ideas of others but they must well be capable of using it themselves. Arranging the words in a sentence is one of the difficulties of some of the non-English pupils. While in their own language they may place a certain class of word at the beginning of a statement, it may be perfectly correct. In the English language, however, this class of word used at the head of a sentence may be grammatically wrong, and the sentence thus constructed may not convey a clear meaning. Some such statements, as these may often be heard from the beginners in English. Green is cabbage. The cat up climbed. There is a reason that the child is arranging the words in such order. It had just learned some English vocabulary and has arranged these words accord-

ing to the grammar of its own language. This fault cannot be eliminated by telling them the rules of the English grammar, but through constant repetition of the statement in its correct form.

Omitting certain words in sentences in some languages may be justified. Omitting the same class of word in the English sentence may be altogether improper, or a sentence may convey a different meaning than intended, ex.: During the school hour a child makes the following announcement to the teacher. Mr.—, please have a drink, (?) meaning, Mr.—, please may I have a drink? In such a case, even for his own sake the teacher will make a child repeat the statement correctly and possibly avoid such further repeated comments from the same pupil. To use any language well a person must not only have sufficient vocabulary but think in the same language that he is expressing himself.

In order to summarize these few suggestions, what method would greatly help such pupils to acquire a fair command of the English language towards the end of their first year. After my years of experience I cannot now over-emphasize the method that any mother uses in helping her child to acquire a language. All mothers speaking any language teach their children new vocabulary as well as the language by the same one method which may well be called conversational, or natural method. Knowing ten or fifty isolated words will not enable a learner to put them together in combinations which would form idiomatic English. Learning isolated words is the most expensive and least fruitful process.

The teacher has an advantage over the mother beginning to teach her child a language. He may receive into his care an infant as far as the English language is concerned, but one that is already full of many experiences. The learning of the new language in school may for this fact be hastened with the pupils of average ability, in so far as to have them promoted to the second

grade at the end of the first year's work. A great amount of conversation is required between the teacher and the pupils and among the pupils themselves, during each lesson and game,

with this object in view: to gain more of the language.

—(Mr.) Basil Lazaruk,
Kosiw S.D., No. 1245,
Dauphin, Man.

Elementary

Doors of Bookland

I do not need a magic wish,
I do not need a wand;
I'll step between two little gates
And be in wonderland!
And all the happy things I'll see
The story-tellers made for me.
—Selected.

Snow in Town

Nothing I think is so quiet and clean
As snow that falls in the night;
And isn't it jolly to jump from bed
And find the whole world white?
It lies on the window ledges.
It lies on the boughs of the trees,
While sparrows crowd at the kitchen
door,
With a pitiful "If you please!"
No sound there is in the snowy road
From the horses' cautious feet.
And all is hushed but the postman's
knocks
Rat-tatting down the street.
Till the men come round with shovels
To clear the snow away,
What a pity it is that when it falls
They never let it stay.

—Rickman Mark.

Fairy Work

I have often wondered
What the fairies do
All the time they're working
The long summer through.
Flowers have then their dresses
Of pink or white or blue,
The butterflies are gaily
Flaunting new wings, too.

Trees are decked out coolly
In leaves of softest green,
All the fairies' summer tasks
Are done, 'tis easily seen.
But now I know the answer
For when I looked about
This cold, cold, frosty morning
The secret had come out.

The fairies in the summer
Make cosy blankets white
To cover all the earth with
On a winter's night.

—Florence Steiner.

The Flag

It's fine to see the flag go by
When a parade is in our town;
The colors, waving make my heart
Go up and down.
My country's flag seems best to me
I love the red and white and blue;
And children in lands far away
Love their flags, too.

—Jean Y. Ayer.

What Bradley Owed

(Story by H. T. Kerr, taken from
Happy Childhood Third Reader)

There was once a boy whose name was Bradley. They called him Tiddley Winks when he was young because he was such a tiny little thing.

When he was about eight years old, he had already got into the bad habit of thinking of everything as worth so much money. He wanted to know the price of everything he saw, and if it had not cost a great deal, it did not seem to him to be of any value at all.

Now this was rather foolish of him, for there are a great many things that money cannot buy, which do not have any price at all. Money cannot buy the very best things in the world, as you will see.

One morning Bradley came down to breakfast. He put on his mother's plate a little piece of paper, neatly folded. His mother opened it and what do you think was on it? She could hardly believe it, but this is what Bradley had written:

Mother owes Bradley:

For running errands	25 cents
For being good	10 cents
For taking music lessons	15 cents
Extras	5 cents

Total that mother owes

Bradley 55 cents

His mother smiled when she read that but she did not say anything. When lunch came, she put the bill on Bradley's plate, with the fifty-five cents. Bradley's eyes fairly danced when he saw the money.

All at once he saw that there was another piece of paper beside his plate,

neatly folded, just like the first one. And when he opened it, what do you think he saw? Why it was a bill from his mother. This is the way it read:

Bradley owes Mother:

For being good to him	nothing
For nursing him through	
his long illness with	
Scarlet Fever	nothing
For clothes and shoes and	
gloves and playthings..	nothing
For his meals and beauti-	
ful room	nothing

Total that Bradley owes

Mother nothing

Now what do you think that boy did when he read those words? Do you think he put the fifty-five cents in his pocket and went off whistling? I'm sure you know better than that. No the tears came into Bradley's eyes and he put his arms around his mother's neck and he placed his hand with the fifty-five cents in her hand and said "Take the money all back, Mother, and just let me love you and do things for you for nothing."

A SCENE IN POLAND

Wednesday is market day in Poland, and on that day in early morning you may see the peasants jolting townward in their long carts—father, mother and anything up to half a dozen children. And when they get there! Let us look at them for a moment gathered in the market place of Garvolin—a little town of some five thousand inhabitants thirty miles south of Warsaw, in the plain of the ubiquitous Vistula.

Imagine to yourselves a little square with sides about one hundred yards long. It is surrounded by low one or two story wooden houses with here and there a more substantial structure in brick. At one end of the space is the cart park where active little horses and ungainly looking vehicles stand hig-

gledy-piggledy in seeming inextricable confusion. None seems to be taking any notice of them, but the animals are all placidly eating, so why should anyone worry?

Three-quarters of the square is occupied by little wooden booths where clothing, ornaments, knickknacks, saddlery, household utensils and a thousand and one articles of more (as well as less) usefulness are being offered for sale by the Jewish traders. Such a chaffering and bargaining as goes on and such a press of people. The Jews in their black dress, peasant men in big boots and blue peaked caps, women with gay shawls over their heads, make a strange and picturesque medley.



DEPARTMENT OF THE
Manitoba Educational Association

H. J. RUSSELL, A.C.I.S., Secretary
 255 Machray Avenue, Winnipeg Man.

BRO. JOSEPH, S.M.,
 President

NEGLECTED FACTORS IN OUR CLASSICAL HERITAGE

(Extracts from an M.E.A. Address by Prof. W. M. Hugill.)

Continued

I therefore do not propose to give any ready-made answer to the question now. In fact, I do not believe that a categorical answer is the best answer. A creed that is cut and dried, that can be stated concisely and succinctly under headings first, second, and third, may satisfy the equation at the moment, but it is pigeonholed and soon forgotten. The answer that our students will demand, to put it in the simplest terms, is the ability on our part to continually make the contact between our subject and other departments of human interest. Latin cannot be either taught or studied in a vacuum with any degree of success. If it could, then it would really be a dead language. Whereas, it is an ancient language so largely incorporated into certain modern languages that in some of them it is by far the most vital element. Its etymological relationship to these modern languages is one of the contacts, and the most obvious one, which I have said the teacher must be prepared to make. I think we all do constantly refer to English derivatives from the Latin words as we come to them.

We should, however, extend our interests beyond etymology and derivation. We should be conscious not merely of Latin as a language but also of Latin as a literature, and literature in the broadest sense of the word. It is indeed the record of a whole civilization. As the Roman Empire reached out and absorbed the civilized world, so Latin literature incorporated into

itself whatever it could assimilate of the widely disseminated culture of the Greeks, or as Horace puts it, "Captive Greece took its rude conqueror captive." Nowadays we draw a sharp and definite line of demarcation between what we call literature on the one hand, and on the other hand what we distinguish as technical and scientific writings. The distinction existed in classical times, but was comparatively late in origin. When the Roman boy of the time of Cato or Cicero learned to read, one of his two readers was the twelve tables of the law. Conversely, the Greek schoolboy of the great age of Pericles studied Homer as his textbook, not of poetry only but of history and geography and philosophy. The "Aeneid" of Virgil will illustrate the point of my argument. It did become a school textbook not long after its publication, and has remained so ever since. But in modern times we have too often restricted its usefulness to the study of Latin grammar and syntax, or at most have taught it only as a very beautiful poem. At the risk of seeming unorthodox, I should like to suggest that we have still something to learn from the ancients. The wanderings of Aeneas cover in their scope a fairly comprehensive survey of the geography of the Mediterranean basin. In honour of the bimillennium of Virgil's birth, the American Service Bureau for Classical Teachers published a fine pictorial map of the travels of Aeneas, which would be a valuable addition to any Latin classroom. In these days when scientists

are claiming that the role which any given race plays in the history of mankind is largely determined by its geographical and climatic environment, it would be interesting and instructive for both teacher and pupil to follow up the geographic motive in Virgil. I have always found it stimulating, too, to discuss the naive explanation of day and night to be found in the "Aeneid" and other Roman writings. A classical atlas should be available for these purposes, and there is a cheap one in Everyman's Library. It is, of course, impossible to ignore entirely the Roman history which is embedded in the "Aeneid."

I am discussing incidentals in the method of teaching which may add life and interest to formal treatment, and which would take care of the surplus ability and normal curiosity of the bright student, to which we surely owe as great a duty as to the plodding of the less brilliant. I am always chagrined when I am reminded that it is a teacher of English and not a teacher of Latin who has introduced a pupil to that treasury of good stories, "Plutarch's Lives of Famous Greeks and Romans." If Plutarch's "Lives" of Caesar and Brutus are suitable supplementary reading for Shakespeare's "Julius Caesar," why not for Caesar's own commentaries? "Plutarch's Lives" is one of the greatest books of all time, and is available in cheap editions. The character and career of Julius Caesar has been worked into a novel of absorbing interest by William Stearns Davis, Professor of Ancient History at the University of Minnesota. It is a book that deserves a very wide circulation and is published by Macmillan under the title, "A Friend of Caesar." The same writer is the author of another good story of the fight for Greek freedom against Persia. It is called "A Victor of Salamis."

As I have already hinted, the greatest contact of Latin Literature is with Greek. And this reminds me of a story told by Dr. W. S. Learned of the Carnegie Foundation. The hero of the tale

is a high school student. The teacher had just begun with her class the study of the "Aeneid." She had thrown out a few discreet remarks about the national epic as a literary type, and had suggested that members of the class read the encyclopaedia in the library on the Epic. Our hero, whose scholastic record, by the way, is on the files of the Carnegie Foundation, began as directed with the encyclopaedia, but not content with that, he borrowed from the library translations of Homer's "Iliad" and "Odyssey" and read them through, and followed those up with Dante and Milton and the "Niebelungenlied." I wish to suggest seriously that there are actually students of that type in Canada to-day. The only way to improve this story is to represent the teacher as referring to the "Iliad" and the "Odyssey" in the first place, and making certain that the student has access to them.

I do not know what resources or facilities various school libraries may have, but let us suppose for the sake of the argument that our school has no library. Then is it beyond the enterprise of the pupils and the teachers of this land of initiative and ambition to subscribe a small sum among themselves, sufficient to purchase for the classroom a copy of the best translation of Homer and of Plutarch?

The first important method of which we might avail ourselves to enlarge the perspective of our students and justify the grammatical drill which is so necessary is the increased use of the really overwhelming number of books that continue to come from the press and that deal with classical material. For example, it is only recently that Emil Ludwig, the prolific German biographer of Bismarck, Napoleon and others, brought out his life of Heinrich Schliemann, the modern discoverer of Troy and Mycenae.

A second method of proving that classical studies are not dead is to organize the news. Why should teachers of history have a monopoly of current events? Newspapers and

periodicals are constantly bringing grist to our mill. For example, this is the year of the Olympic Games. Almost everyone has some interest in them. It should be the easiest thing in the world to stimulate a little interest in the original games, and there are excellent books on the subject. I would recommend, for instance, a book published in 1930 at the Clarendon Press by E. Norman Gardiner entitled "Athletics of the Ancient World." It costs twenty-eight shillings but it is beautifully illustrated with large plates. In July 1931, there was the presentation at Nottingham in England of the ancestral estate of Lord Byron, the lover of Greece, to the city. Premier Venizelos of Greece was brought to England to make the presentation speech. "The Literary Digest" carried a good account of it and a photograph.

I spoke of organizing these news items. My idea is to imitate in some small degree the method of every up-to-date newspaper and of the best public libraries. Let our classes co-operate with us in keeping a classical scrap-book or envelope file. Clippings from newspapers and magazines can be assembled in large, brown envelopes with appropriate labels such as Virgil, Caesar, Roman Excavations, Greek Excavations, Olympic Games, and so on. More convenient for reference would be a regular scrap-book in which the clippings would be pasted. The most

useful periodical in which to look for material is the "London Illustrated News" which keeps up to date with discoveries in classical lands, and always has splendid pictures of them. Some pupil may be able to discover a subscriber who would donate back copies for the classroom library.

I have made a number of random suggestions as they have occurred to me, but it should be emphatically borne in mind that we are not entirely dependent upon our own originality in realizing our objective of making Latin a living thing to our students. The American Classical League was organized and maintains a Service Bureau for Classical Teachers precisely in order to render assistance of the sort I have been discussing. Annual membership is only one dollar. For that nominal fee, the teacher receives a monthly publication called "Latin Notes" containing suggestions in regard to improved methods of teaching, news of interest in connection with matters affecting the profession, and notices of books and pamphlets on classical themes which members of the League may purchase at a discount from the publishers. There is no question that this organization is a great boon to secondary school Latin in the United States, and it can be of considerable service to the Canadian teacher as well.

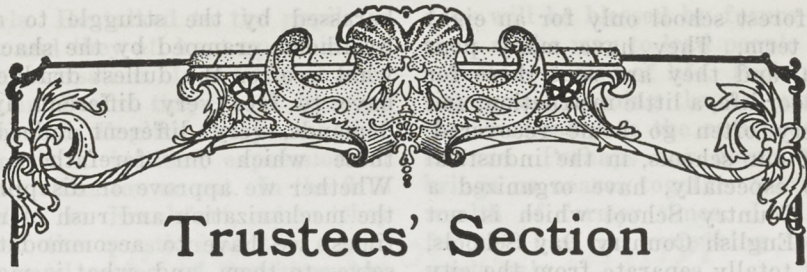
Education and the Community

City and state universities, and some public and private schools, have already obligated themselves to serve the actual needs of the community. They see that education must get a man ready not only for the job for which he is best qualified, but also for the one for which society has a real need. It must not leave him high and dry with an employment problem. It must convince him of the importance of being a co-operator rather than a competitor. Rather than make it more difficult to

live with others, education should stir in him an active good will for his fellow men.

The student has a right to see a significance in what he is studying. And the morale of our young people must be maintained in order that they may find in the present situation not a calamity, but a genuine opportunity to face and overcome what appear to be great odds. A more definite social purpose in the schools should help.

—"Monitor."



Trustees' Section

EDUCATION AND HEALTH

(An Address by Dr. Ludwig Mueller)

Continued

A New System of Gymnastics

Of course it is very necessary today to have teachers who really believe that this method of physical education is important, and so we have two new colleges in Berlin now teaching this new system of gymnastics, and there is no teacher now who is not informed in this matter. They invite, every year some hundreds of Directors, and School Trustees, and Executives of each type to come and see them, and they are even invited to take part in a four or three weeks' course. These people usually go back with the greatest enthusiasm. When I attended such a meeting, four years ago, I met there a gentleman who used to be one of the leaders of the German Youth Movement, and I still see this old gentleman standing before us—there were perhaps thirty or forty of us coming from the Rhineland and from other sections of the country, and some of us possessing considerable of a bay window, and I still hear him telling us—

"Now gentlemen, I hope to see you very soon in your bathing suits; it is the regular dress for those two weeks," and most of us accepted his invitation! He took us for a long run through the forest and we were tired to death when we came back, but we did not scold him; we followed him again, and we had much athletics, and many other things, and when we came back to our schools we really had an idea of what is necessary and good for the physical training of our youngsters.

School Health

Before this distinguished audience I do not mean to speak of what you call School Medical Service. That includes all questions of the School Doctor, of School Dental Service, of the treatment of exceptional children, especially as far as orthopaedic arrangements are concerned. I think the best published book I ever saw about this subject and the best thing anyone can do is to read a book recently published by His Majesty's Stationery Office in London under the title "The Health of the School Child" and the report of the Chief Medical Health Officer for the Board of Education for the year 1929, in London. Something which I had heard there myself struck me very much. The British Broadcasting Corporation has organized just now a series of lectures over the radio, given by some good professors of Medicine of London University. The lectures are spread all over the United Kingdom, and afterwards, when teachers and pupils have heard them, they talk them over. I think that gives a real idea of modern medicine, as far as school life is concerned.

Open Air Schools

Let me say just one word on Open Air Schools. We had some of them before the War, but there are now more than thirty of them, and they give a good idea of physical education. In our industrial districts where poverty is still so great, we are doing more than that. I remember that in one city we

have a forest school only for an eight weeks' term. They have many poor children, and they are sent there for out of door life, a little instruction, and they very often go home recovered. Some of our schools, in the industrial districts especially, have organized a sort of Country School which is not like the English Country Day Schools, but just totally separate from the city schools. The method they are trying there is this—they have, all the year round, their regular instruction in the city, but they want to take those youngsters out of the noise of the city for three or four weeks, and so they go there with a teacher, and with their wives very often, and they spend some weeks in the open air, having all their regular instruction, but doing much out of door exercises in games and athletics. We think that this method has done much to restore them. In the last year we have had two hundred and fifty schools of that type. There was one with 18,000 beds.

Dresden Health Museum

We have also created a centre for all hygienic questions in Germany. That is the permanent Health Museum in Dresden. Should any of you go to that beautiful art centre of Germany, you are cordially invited to see this Hygienic Exhibition. They still remember there, very vividly, the visit of the Canadian teachers last summer. What we try to do there is to collect all the modern systems of physical training, to give advice to everybody who wants to have it, to give advice for improvements, in school building, in hygienic methods, in better ways of instruction, and so forth. They really have done much, especially for the rural districts who could not afford to build splendid schools and who got their advice for very simple but very modern schools from them. May I just repeat to you here one sentence from the lips of the man who is at the head of that permanent Hygiene Museum. He says this: "All of us feel that a new era has dawned." Deafened by the myriad noises of the large city, worried and

harassed by the struggle to earn a livelihood, cramped by the shackles of what is often the dulllest drudgery, we have to face very different hygienic demands, very different indeed from those which our forefathers knew. Whether we approve or disapprove of the mechanization and rush of modern times, we have to accommodate ourselves to them, and, what is more, we have to search for ways of making our manner of living under these new circumstances as suitable and as hygienic as possible, so that we may remain healthy.

I was so glad when I saw that Hygiene Exhibition last summer to find that they have the co-operation of the League of Nations, of the International Labor Office in Geneva, of the Government of the British Empire, of France, of the Netherlands, Russia, Switzerland, Austria, Finland, Czecho-Slovakia, Turkey and China, so that this is a new way to international understanding and good-will.

Teaching French and English in Germany

But I think I told you at the beginning that this physical point of view is not the only one we have to stress. We have not to forget mental health, too. We have had a very interesting experience in that respect, in Germany. After the War, when we first started our new physical program, the standards of our schools began to sink, but then they very rapidly increased, and I think they now have about the old level. Of course we have introduced a new method of teaching into our school which I cannot describe minutely today, but which I should like to characterize on a special line here. Before I became director of the school where I am now, my special line was teaching foreign languages and for many years I taught French. We tried to give special attention to French and English as we require those languages very much, living so near each other. Now last summer I got the report of a gentleman in this country who came over to see some High Schools for boys

and girls. He talked to the pupils in English and they all kept up their end of the conversation. In the fourth year schools in Berlin they were treating the subject in English always, whether the film is a justified expression of modern civilization or not. In the fifth year class in Frankfurt, when they discussed the question of the opportunities and gains of teaching two foreign languages at the same time, this gentleman apparently became a little suspicious that they had fixed up things just for him so he told them a little story in English, and they at once translated it into French and German, and I think that was something which was really worthwhile. I wish I could see some of you in my school over there. We have had many French visitors during the last years, and it is always interesting to see how both sides are interested, the girls who are having a talk with them, and our visitors who are having their talk with our girls, all in French. Now, of course, we begin to teach foreign languages very early. In most of our schools now they teach English when the boys and girls are ten years old. In the Rhineland we start with French when they are ten years old, and we begin with English when they are thirteen years old. We need this speaking knowledge much more than you do, and I think it is a new way of bringing people closer to each other.

Education of the Soul

And so I have come to the last point of my lecture—EDUCATION AND HEALTH OF THE SOUL. I said in the beginning that I am always reminded of the words of the Bible, man is perhaps in danger of losing his own soul. What we want now is not only health of the body, not only health of the mind, no over emphasis of athletics, no over emphasis of intellectual education; what we need, more, perhaps is health of the soul, is the right way to bring up people to be good citizens, and to build interior peace and good-will. Perhaps the hard times we are having in these

days will be blessed by future generations as the way to lead people back to a greater purity of life. Perhaps these times we are going through now have been necessary to the real progress of culture. Perhaps our actual poverty brings us nearer together than all the wealth of former times. Let us look for the best in everything that God sends us!

International Good-will

I feel that this stress on international understanding and good-will is one of the most important points of that health of the soul I was speaking of. Mankind has been long enough brought up to consider War; it is now time to consider peace; it is now time to realize that that catastrophe we have all gone through has brought much mischief over the whole world, and to determine that such a catastrophe must never be repeated.

Let me tell you a little story: Last summer when I made a hiking tour through the Rhineland I came to a little place where I found the tomb of Captain Walter H. Schultz, of the United States army, who was killed there in June, 1919, at the time of the occupation of the Rhineland. This man still lives in the memory of the American army as the peace messenger. On the day when the Treaty of Versailles was signed, he had the honor of dropping down the message of peace to the American garrisons in the Rhineland. He had a terrible accident and was killed. Now the father of this man and my Father spent their whole youth together in the old kingdom of Hanover, in Germany. Would they have thought that their sons, for more than four years, would try to shoot each other? This story shows me and perhaps shows you, all the tragedy we have gone through, and the necessity of changing such a state of things. And so ladies and gentlemen, a sound education of body, mind and soul leads beyond the consciousness of nationality, however vigorously that conscious-

ness may be felt. It leads to a recognition of the greater community of nations, and of the solidarity of human interests as a whole. The last and most

exalted educational idea which I am sure stands before all of us is that of the common interests of humanity.

—Times Supplement.

Rural School Section

PLANNING VS. "GOING IT BLIND"

So far as concerns the work of the systematic teacher, education may be regarded as the selection and inculcation of right habits. The importance of the work of the Primary Grades, lies chiefly in the fact that here, most of the fundamental school habits are formed. It is one of the disadvantages of a highly graded school that the teacher is unable to travel with her students more than a brief step of the road; so that her outlook is too narrow and too brief to properly evaluate the habits and training the pupils have received under her charge; though keenly alive to the defects of pupils who are sent up from the room below.

It is accordingly a specially imperative duty of the Primary Teacher to give careful consideration that the habits formed in the first year should not be such as have to be slowly and laboriously unlearned during the pupils' progress through the succeeding grades. For example, it is more the rule than the exception to find pupils word-calling instead of sentence reading throughout the middle grades because of some word-pointing or word-calling system of reading introduced in the Primary Room. Nor is it less common to find some very bad habits of number manipulation or number reckoning, formed in the lower grades, persist almost throughout the elementary grades. Some of these habits are so detrimental, that it would have been easier to take an unspoiled child from the beginning, than to untrain him of the bad habits formed.

Some of these habits may seem at their introduction to justify themselves

by their immediate result; others are simply formed from lack of attention or foresight. For example it would not be far wide of the mark to say that at least forty per cent. of the Grade One pupils form seriously bad writing habits in letter formation and other respects by being allowed to write a considerable part of the time without supervision. So serious is the injury that it would probably be a great advantage to restrict the Grade One writing for the first term, to such exercises as can be done under the eye of the teacher. It would be better for the writing drill to be cut down seventy-five per cent., if at the same time these habits could be avoided.

Some of the habits referred to are habits of posture, pencil holding, etc., but these are evident to the teacher who even gives an occasional glance at the pupils at work. The habits which escape the eye, often for years, are habits of making a wrong letter path, such as making the o the a and the loops in the wrong direction; crossing the t or dotting the i before the letter or word is finished, etc. Such habits are detected only by watching the pupil at work. These unseen habits are very quickly formed, and hard to inhibit—once the habit has set.

It would be even easier to list a number of very detrimental number habits which could be dealt with by closer supervision or a little diagnosis; but as a rule these number habits thrust themselves more obviously upon the attention.

Still more urgent is the necessity that the teacher make it a custom to be present on the playground:

(1) To aid in the formation of right habits of play.

(2) To help organize the games on a fair and workable plan.

(3) To prevent the beginnings of clique and boss organization, such as are apt to develop in unsupervised playgrounds, and which in their extreme development produce such types as the Tamany Boss, and the Chicago Gangster.

MAKING A BEGINNING IN READING

1. Association of the printed word with object or picture.

2. Reading simple stories to the child, and showing him certain key words.

3. Training child to recognize that the visual symbol has a meaning.

4. Labelling familiar objects in the room; attaching names to pictures.

5. Surrounding the child with reading stimuli—attractive well illustrated pictures and books.

6. Encouraging child to observe, handle and use these, and make inferences.

7. Use of word and phrase flash-cards.

8. At a later date, after a month or more of the above devices, a very gradual and occasional use of phonics

as a method of independent word recognition when other methods fail.

9. Listing a definite number of words for mastery, based on language experience of Grade I.

10. Once book reading begins, the reading discipline should be kept distinct and apart from the word drill. Though the latter is very important for reading, its introduction in the reading lesson is very detrimental.

11. Teacher should have two types of reading—one very simple and easy, to develop fluency and enjoyment of reading; the other for intensive study, as material for word drill, etc. In the former the teacher should aim to secure much reading, rapidly done, without critical analysis or reading aloud.

HOW TO BEGIN THE YEAR'S WORK

1. Organize the work in each subject into teaching units covering from two weeks to a month. Note your objectives, both in terms of subject matter mastered, skills formed, and desired attitudes and ideals.

2. As accurately as possible, divide this into lesson units, with some very definite objective for each.

3. Plan each lesson or series with sufficient definiteness to know and provide the apparatus, supplies, or illustrative material when required.

4. Teach each lesson as fully and with as much illustration as the time will permit, but do not sacrifice the

primary objective to any secondary considerations.

5. At the end of each unit, administer an objective survey test. It need cover only from 10 to 15 minutes in most cases.

6. Give special attention to the points of failure. Try to diagnose and discover the causes of failure.

7. Apply specific individual drill to specific individual needs, and class drill to class needs.

8. At the end of each larger division of the subject, give a survey list, and follow with diagnostic and remedial work as in the smaller unit (5 and 6).

Children's Page

The Mountain and the Squirrel

The mountain and the Squirrel
Had a quarrel,
And the former, called the latter
"Little prig;"

Bun replied,

"You are doubtless very big;
But all sorts of things and weather
Must be taken in together

To make up a year,

And a sphere,

And I think it no disgrace

To occupy my place.

If I'm not so large as you,

You are not so small as I,

And not half so spry;

I'll not deny you make

A very pretty squirrel track.

Talents differ; all is well and wisely
put;

If I cannot carry forests on my back,
Neither can you, crack a nut."

—Emerson.

EDITOR'S CHAT

My Dear Boys and Girls:

Probably most of you have read and enjoyed this little verse by a great American writer before, but it is worth reading again isn't it? I'm glad that squirrel had the courage to talk back to the mountain, aren't you? Can't you just picture him, bright eyes darting, sharp little paws holding a nut, sharp little teeth cracking it, bushy tail waving in the air, one tiny, furry little ball of defiance, and above him the mountain, green with trees, stately and grand, and quite, quite helpless. To-day I am giving you a story about animals, not wild ones that live their own happy outdoor lives, but those that are caged in a Zoo, not unhappy, for many of them were born in captivity, but not able to defy the mountain as they once might have done. I hope you will all enjoy with me this visit to an interesting part of old London.

Hallow'een has come and gone—
Autumn is over, Winter has come—
May reading the Children's Page,
learning the poems, and trying the
competitions, help to make the winter
a happy time for you!

November Competition

We are going to give you all a chance to become assistant editors of the Children's Page, how will you enjoy that? Some of you probably have ideas about what you would like to find in the Page, and we would like to know your ideas; if they seem good, to ye editor and not too hard or too long, we are going to tell the Page about them, and try and make them part of our monthly talks together. What we want you to do is write a letter, not more than a page long, and tell what you enjoy most in the Page, and what you would like to see more often.

Are there any special hobbies you have that you would like written about? Are there stories (they must be short ones) that you would enjoy reading? Do you like to hear about other countries? About your own country? Tell us all your ideas, and the best letter will receive a dollar prize, which will help the Christmas funds, wont it? Have your letters in before December 15th and the prize will be sent out before the names are published in January. This gives you plenty of time. Send your stories as usual to The Editor, Children's Page, 406 Devon Court, Winnipeg.

Mountain Samaritans

Two gentlemen were motoring in the Kentucky mountains. In the early morning, on a steep grade, their car stopped with an overheated motor, caused by a slow leak in the radiator. Seeing a cabin half a mile distant across a valley on the mountain side, one man went for water.

He was met at the door by a tall barefoot girl. The open door revealed the single room littered with unmade beds, clothing and poor furniture.

An older woman called to a young man back of the cabin, "Get some pails and help the folks." He came with two pails filled at a nearby spring. These he carried across the valley and up the hill to the car.

He would take no pay, insisting, "We 'uns always help folks in trouble. We 'uns may need help ourselves sometime."

The bride was doing her first shopping in a butcher shop.

"I would like to have half a pound of mincemeat," she said, "and please be sure it's from a tender young mince."

The Zoo

The Elephants went in two by two,
The Zebras and the Kangaroo,
And there was a little Penguin too

Friendly there in the London Zoo,
All on a sunny morning.
And such a sunny morning as it was!

Through the big gates we went turnstile fashion, (a shilling please) and we found ourselves in Monkey Street, and all the Monkeys were at home and very conversational. How they mouthed and chattered, great long armed Apes, little cheeky brown Monkeys, and down a side street a very noisy neighbor, the black howling monkey. He was the bad boy that always had a crowd around his cage, he was small and black and neat, and he opened his mouth perfectly round like the top of a cup and then out would roll the most amazing howls and screams; all the big boys and girls and little boys and girls and mothers and fathers and aunts and uncles laughed and giggled and shook with glee every time Mr. Bad Boy Monkey opened his extraordinary mouth, and no one paid much attention that morning to big mournful Mr. and Mrs. Gorilla who crouched in their huge cages, nibbling nuts and busily examining their skins, looking up contemptuously now and then at the occasional casual visitors—nearby the Camels raised their lips from great teeth that looked dangerous though they only nibbled hay and the giraffes stretched their snake like necks over the wall that enclosed their London home and the Zebras with their wonderful striped bodies trotted contentedly around digesting their breakfast. In great cages majestic Lions dozed in the sunshine, or paced hungrily behind the bars that kept away from their heavy claws the fat juicy little morsels of boys and girls who came to stare at the tawny king of beasts. Panthers and Leopards unclosed lazy eyes, as we stopped to admire their powerful bodies. And then we came to the Sea Lions, what a lovely time they were having. Up on a rock in the sunshine lay old Grandfather Sea Lion sleeping. Occasionally he grunted contentedly and rolled over with a thud to warm the other side. Down on the edge of the pool Mother Sea Lion was feeding

a very greedy baby, she wanted to go swimming with the others whose sleek heads appeared every now and then above the water, but the baby wasn't interested in that and so all mother could do was to look longingly at the rocks that formed an island where a shiny body would slither up and dry itself and then just as quickly slither into the water again. There was a lot of conversation going on too, grunts and squeals and queer snorts, that I am sure meant approval. The Sea Lions were so entertaining that we could hardly tear ourselves away to visit His Royal Highness the King Penguin. Here is the funniest bird in the Zoo. He may be tall, perhaps three feet high or short, perhaps only a foot, he may have an orange tie under his chin or only wear a white shirt front with his black swallow tail coat, but what ever his size, or kind, he looks just like a very dignified old gentleman walking along with his hands on his tummy. The Penguin's webbed feet make him waddle and his flippers look like arms and the ring around his eyes above his queer beak makes him look as if he wore glasses, and we found ourselves gazing fascinated at the bathing and flirting, visiting and working of the Penguin family. I could not begin to tell you about all the birds and animals and reptiles, the great Pelicans with their huge ungainly beaks, the Macaws that swing from perches outdoors in the sunshine and shone with all the gorgeous colors that were ever seen

in earth or sky or sea; the Parrots from tiny flashing jewels to huge crested pink and rose Cockatoos all of them screaming and talking and yelling; the sinuous ugly, poisonous Snakes and Lizards that coiled and twisted in pools, safely behind glass, the Fish that flashed like rainbows through the tanks of the aquarium, the Bears that cooled themselves in pools among their rocky cages; the Deer that looked at us with sad, reproachful eyes; but I must tell you about just one more bird. We were passing a cage that held birds from many different countries and one came so close to the wire that I put in a finger and stroked his head. He was a dark bird about the size of a small pigeon and he seemed to take kindly to being petted. As I stroked him I leaned down and said "Hullo." To my amazement a tiny voice answered me "Hullo." It was not like a parrot's hoarse ugly voice but like a very tiny child. I repeated it so did he; then I whistled and the same whistle came back to me from the black bill. How I wished I had some sugar or crumbs with me, to encourage the friendship! His Lordship however after this pleasant little conversation decided to fly away and I discovered that he was a Minor bird and came from Africa and that he could be taught to say almost anything. By this time the morning had gone and down Monkey Row we passed again out of the world of animals in the London Zoo, into the world of humans in the streets of that great city.

Helps and Hindrances to Education

"When there is insufficient tax money, the schools are the first to be cut, although they should be the last because they are first in importance to the community. We could close the City Hall without doing so much damage. But the schools are less able to resist than the politically entrenched public agencies so they take the brunt of the so-called economy drives.

"I am convinced there is a definite movement against public education by

certain big taxpayers who have always begrudged the amounts spent and see the present situation as an opportune time to demand cuts. The only hope for saving the schools is intelligent co-operative action on the part of the teachers and organized labor. Labor is vitally interested in public education and has shown its concern by being the only outside group to make a sustained struggle to keep up teachers' salaries and school standards."

Nature Study Talk

HOW PLANTS LIVE

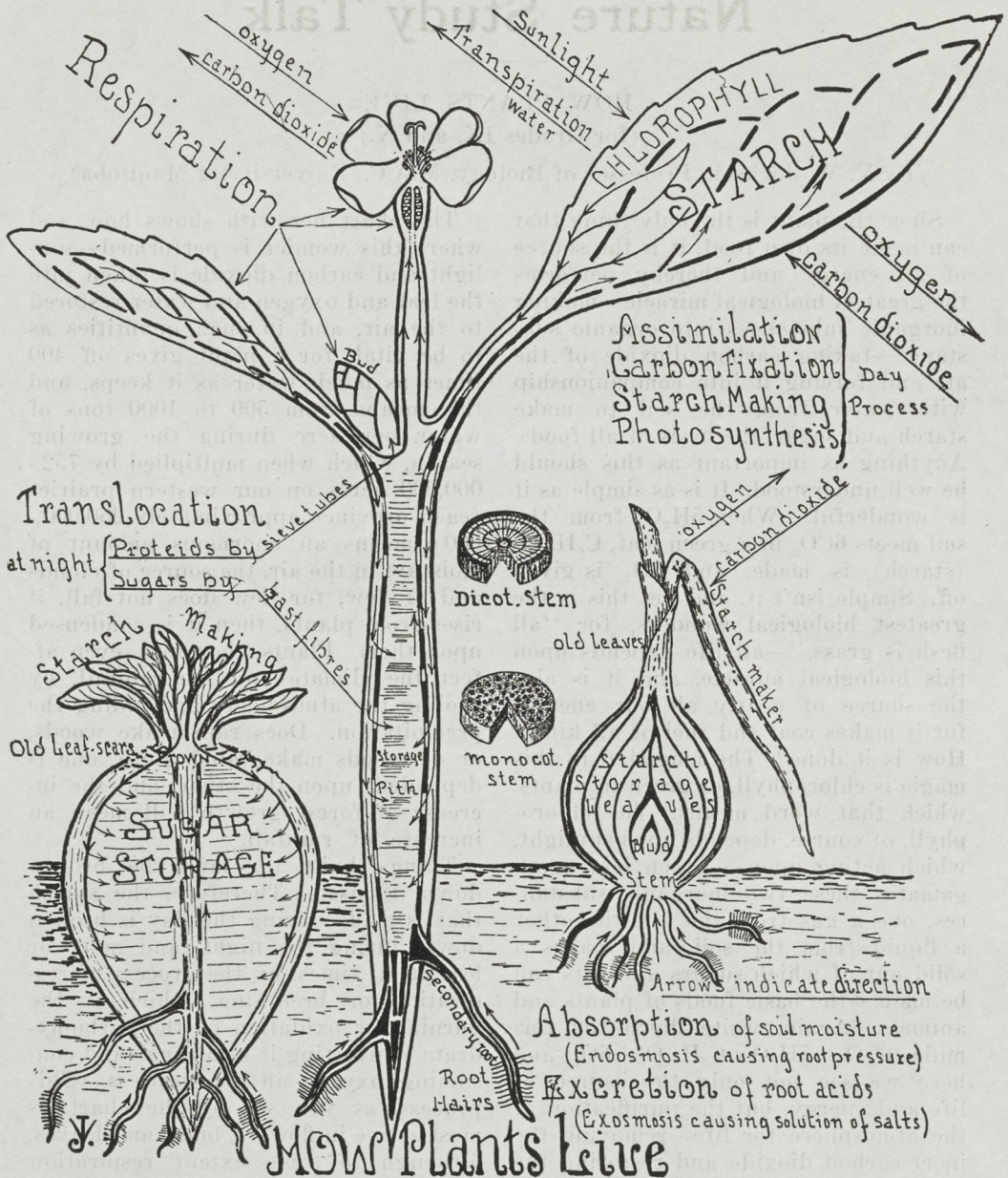
(for Grades IX. and X.)

(By V. W. Jackson, Professor of Biology, M.A.C., University of Manitoba)

Since the plant is the only thing that can make its own food, it is the source of all energy and thereby performs the greatest biological miracle—making inorganic substances into organic substance—taking carbon dioxide of the air and forcing it into companionship with water from the soil to make starch and sugar, the basis of all foods. Anything as important as this should be well understood. It is as simple as it is wonderful. When $5\text{H}_2\text{O}$ from the soil meets 6CO_2 in a green leaf, $\text{C}_6\text{H}_{10}\text{O}_5$ (starch) is made, and 6O_2 is given off. Simple isn't it, and yet this is the greatest biological wonders, for "all flesh is grass,"—all life depends upon this biological miracle, and it is also the source of nearly all our energy, for it makes coal and fuel of all kinds. How is it done? The magician in this magic is chlorophyll, or green in plants, which that word means. The chlorophyll, of course, depends upon sunlight, which acting upon a green leaf amalgamates these two inorganic substances, one a gas from the air, the other a liquid from the soil, and makes a solid out of which sugars and fats can be made—the basic foods of plants and animals. Again, write down the formula, $6\text{CO}_2 + 5\text{H}_2\text{O} = \text{C}_6\text{H}_{10}\text{O}_5 + 6\text{O}_2$, and here we see not only the source of life and energy, but the purification of the atmosphere for life—removing the inert carbon dioxide and restoring the oxygen, perhaps the very source of oxygen, upon which life depends. This wonderful process is called photosynthesis, which means light-making process. It would have been better had it been "life-making process." It is also referred to as assimilation, carbon fixation, or starch-making process—names which fail to express the wonder and the significance of the process.

The chart herewith shows how and where this wonder is performed—sunlight and carbon dioxide is taken into the leaf and oxygen and water restored to the air, and in such quantities as to be vital, for a plant gives off 400 times as much water as it keeps, and this means from 500 to 1000 tons of water per acre during the growing season, which when multiplied by 752,000,000 acres on our western prairies (each province approximately 250,000,000) means an enormous amount of moisture in the air, the source of clouds and of dew, for dew does not fall, it rises from plants, then it is condensed upon them. Plants, therefore, even affect the climate and the rainfall, by cooling the atmosphere and aiding the precipitation. Does rain make woods, or do woods make rain? Both, one is dependent upon the other, and the increase of forest growth will mean an increase of rainfall.

Things built up must be broken down, if used. Therefore, the starch that is made during the day is broken down during the night, and more or less at all times, by the process of respiration or breathing, which is the burning or oxidation of the carbohydrate, converting it into sugar and consuming oxygen in the process. This process, as you see by the chart, is most active in flowers, buds, and leaves, although to some extent respiration takes place in seeds, especially during germination. The advantage in this change is that a soluble sugar is produced out of an insoluble starch, and this permits it to pass in solution to another part of the plant through the down-tubes or phloem—the water from the soil having gone up through the xylem or large up-tubes, always associated with the down-tubes in what



is known as a fibro-vascular bundle, and next month we shall give the structure of stems, monocot and dicot., showing the up and down tubes of stems, just how they are arranged, and how it is that we can tell the age of trees thereby. Teachers with small classes wishing a set of drawings illustrating botany for Grade IX. may obtain them from the Botany Department

for twenty-five cents, the chart on "How Plants Live" being the first in the series of a dozen.

By comparing the chart of the turnip on How Plants Live with that of the carrot of last month, you will see that all plants live alike. Water goes up the inside and down the outside in all plants—up the xylem, which is internal, and down the phloem, which is

external. Hence it is that trees that have been injured by wire or otherwise heal from the top downward, the sugary sap is coming down the tree. Maple sap is obtained from the bottom

of the tree and the lower the better. All plants live alike and are constructed alike as regards the flow of sap. Next month we shall take this construction or structure of stems.

Health Department

RADIO TALKS ABOUT HEALTH

The Manitoba Department of Health and Public Welfare will broadcast the third series of ten-minute health talks, beginning November 1st, at 12.50 p.m. All of these talks will be of interest to teachers, and some of them (especially those on first aid) may be found useful in supplementing health instruction to senior pupils.

The talks on first aid and home nursing will be based on the course of study being given in the schools. If these are found particularly helpful, additional instruction may be arranged in future programmes.

It is hoped to devote the last three minutes of each talk to a question and answer period, so that if there are any questions arising out of the talks given, or about any matters relating to public health—send them to the Health Education Service of the Department of Health and Public Welfare, Legislative Buildings, or to Station CKY. Copies of these radio talks, including those of the first and second series, may be obtained free of charge for libraries on request.

PROGRAMME OF RADIO TALKS
November 1st, 1932, to April 28th, 1933.

Every Tuesday and Friday
12.50 to 1 p.m.

Tuesday, November 1st—

It is hoped if circumstances permit, that the Premier, Hon. J. Bracken, will present the opening address.

Friday, November 4th—

The Significance of a Cold—Dr. N. R. Rawson, Epidemiologist.

Tuesday, November 8th—

The Place of Health in Education—Miss A. E. Wells.

Tuesday, November 15th—

Malnutrition in School Children—Dr. F. W. Jackson.

Friday, November 18th—

How Communicable Diseases are Spread—Dr. N. R. Rawson.

Tuesday, November 22nd—

Way of Fighting Tuberculosis—Dr. D. A. Stewart, Medical Superintendent, Manitoba Sanatorium.

Friday, November 25th —

The Aftermath of Communicable Diseases—Dr. N. R. Rawson.

Tuesday, November 29th—

The History of Vaccination and Preventive Inoculation—Dr. N. R. Rawson.

Friday, December 2nd—

Tuberculosis—Travelling Clinics and Christmas Seals—Dr. D. A. Stewart.

Tuesday, December 6th—

Common Skin Diseases—Dr. N. R. Rawson.

Friday, December 9th—

Personal Hygiene—Its Place in Maintaining Health—Dr. N. R. Rawson.

Tuesday, December 13th—

Maternal Welfare—Dr. Ross Mitchell.

Friday, December 16th—

Maternal Welfare—Dr. Fred McGuinness.

Tuesday, December 20th—

A Remedy for the Childless Home—Miss M. McMurray, Legal Supervisor, Child Welfare Division.

Friday, December 23rd—

A Health Message for the Christmas Season—Dr. F. W. Jackson

Tuesday, December 27th—

Disease Conditions in 1932—Dr. F. W. Jackson.

Friday, December 30th—

The New Year—Suggestions for Making it a Healthy Year in Manitoba—Dr. F. W. Jackson.

1933**Tuesday, January 3rd—**

Mental Hygiene—Dr. A. T. Mathers, Provincial Psychiatrist.

Friday, January 6th—

Mental Hygiene—Dr. A. T. Mathers, Provincial Psychiatrist.

Tuesday, January 10th—

Mental Hygiene—Dr. A. T. Mathers, Provincial Psychiatrist.

Friday, January 13th —

Mental Hygiene—Dr. A. T. Mathers, Provincial Psychiatrist.

Tuesday, January 17th—

Your Public Health Nurse and You.—Miss E. A. Russell, Director, Public Health Nurses.

Friday, January 20th—

Public Health Nursing and its Problems—Miss E. A. Russell, Director, Public Health Nurses.

Tuesday, January 24th—

Public Health Nursing and its Problems—Miss E. A. Russell, Director, Public Health Nurses.

Friday, January 27th—

First Aid and Home Nursing—A Modern Samaritan—Miss A. E. Wells and Miss I. A. Fraser.

Tuesday, January 31st—

How to Stop Bleeding—Miss A. E. Wells and Miss I. A. Fraser.

Friday, February 3rd—

Dressing Wounds—Miss A. E. Wells and Miss I. A. Fraser.

Tuesday, February 7th—

Burns, Scalds and Frost Bites—Miss A. E. Wells and Miss I. A. Fraser.

Friday, February 10th—

Anti-Tuberculosis Organizations in Manitoba—Dr. D. A. Stewart.

Tuesday, February 14th—

The Home Nurse—Miss A. E. Wells and Miss I. A. Fraser.

Friday, February 17th—

Hints About Keeping Well—Dr. D. A. Stewart.

Tuesday, February 21st—

Food Hygiene—The Role of Animals in the Spread of Disease—Dr. W. A. Shoults, Director Food Division.

Friday, February 24th—

Food Poisoning and How to Avoid It—Dr. W. A. Shoults, Director, Food Division.

Tuesday, February 28th—

How Shall A Small Urban Centre Improve Its Milk Supply—Dr. W. A. Shoults, Director, Food Division.

Friday, March 3rd—

Is Provincial Inspection of Restaurants Practicable and desirable?—Dr. W. A. Shoults, Director, Food Division.

Tuesday, March 7th—

Problems of Rural Sanitation—Mr. J. Foggie, Chief Sanitary Inspector.

Friday, March 10th—

Problems of Rural Sanitation—Mr. J. Foggie, Chief Sanitary Inspector.

Tuesday, March 14th—

Problems of Rural Sanitation—Mr. J. Foggie, Chief Sanitary Inspector.

Friday, March 17th—

Problems of Rural Sanitation—Mr. J. Foggie, Chief Sanitary Inspector.

Tuesday, March 21st—

Birth Registration and You—Mr. A. P. Paget, Recorder of Vital Statistics.

Friday, March 24th—

The Why and Wherefore of Marriage Records—Mr. A. P. Paget, Recorder of Vital Statistics.

Tuesday, March 28th—

Queries About Death Records—Mr. A. P. Paget, Recorder of Vital Statistics.

Friday, March 31st—

Special Questions in Work for Public Welfare—Dr. F. W. Jackson.

Tuesday, April 4th—

Special Questions in Work for Public Welfare—Dr. F. W. Jackson.

Friday, April 7th—

Child Care and Protection—Miss E. Lawson, Supervisor, Child Care and Protection.

Tuesday, April 11th—

Child Care and Protection—Miss E. Lawson, Supervisor, Child Care and Protection.

Tuesday, April 18th—

The History of Mothers' Allowances—Miss G. Childs, Supervisor, Mothers' Allowances.

Friday, April 21st—

Legislation and Registration for Allowances in Manitoba—Miss G. Childs, Supervisor, Mothers' Allowances.

Tuesday, April 25th—

Administration of Allowances in Manitoba—Miss G. Childs, Supervisor, Mothers' Allowances.

Friday, April 28th—

Child Health Day—May Day—Dr. F. W. Jackson.

Health Bulletins for Teachers for the year 1932-1933 are being published by the Metropolitan Life Insurance Company as follows:

September—How We Know (a discussion of present knowledge regarding health as applied to the growing body and expanding personality).

October—Economic value of the human being.

November—Patent medicines.

December—Cost of medical care.

January—Communicable diseases.

February—Disinfection and disinfectants.

March—Diseases, causes of which are not yet known.

April—Fads and fancies versus facts and beliefs.

May—Expense of preventable sickness.

June—The relationship of the individual child and the adult to public health control.

This schedule may be interrupted to permit explanation of scientific discoveries or reports in the field of health.

Although the bulletins are addressed primarily to the high school teachers interested in teaching health, they are also sent to other teachers upon request.

Art Section

AVENUE OF TREES—MIDDLEHARNIS

(Hobbema)

This picture may be obtained from the Book Bureau, Department of Education at one cent. Groups of ten different pictures may be ordered. We suggest a list for this year:

List of Pictures

(1c each except No. 9) for the year '32-33.

1. Avenue of Trees.
2. Noon Hour—L'Hermitte.
3. Holy Night—Correggio.
4. The Artist's Mother—Whistler.
5. The Last Supper—Da Vinci.
6. The Blue Boy—Gainsborough.
7. Children of Charles I.—Van Dyck.
8. Sir Galahad.
9. Landscape—F. Brigden.

(A colored print, 15c.)

Landscape painting is of modern development; in the early art of Egypt and Babylon expression of ideas were of religious significance and objects depicted were expressed in simple contours.

In ancient Greece the idea of form was better developed but again ideas expressed were religious in nature, dealing chiefly with gods and heroes. In Italy the same.

When Christianity came art was still devoted to religious themes—at first the problem of background was avoided by painting it flat in heavy gold, or perhaps using convenient clouds of glory. Then gradually, little bits of natural scenery were suggested but these generally in minute details no

matter how far distant. (See Biography of Titian, page 105, "Advancing in Picture Study").

But the better realization of the truth of space brought about a greater regard for Nature herself and began a keen interest in natural accidents of position and lighting. If truth of space may be shown in a picture of objects close at hand or in interiors as well as in landscape, surely it is in the out of doors it may have its freest scope. Thus landscape painting became a thing in itself. The Dutch, with their natural tendency to realism took, in freedom of choice, particular interest in this subject and have made the Dutch School famous for their landscape painting.

What We See—

In this characteristic lowland scene of Holland, a road, bordered by tall trees, leads the eye from the immediate foreground far, far into the distance. Notice the objects passed on the way. To the left far on the horizon, is a small town with the church dominating it; nearer are the fields under cultivation. To the right a road leads past a farm house with orchard. Two persons stand in discussion. To the left and nearer another road leads away in the opposite direction. In the immediate foreground to the left we see a cultivator tending his garden; a moat surrounds it.

What We Feel—

Looking at the picture for some moments we find ourselves imperceptibly drawn into it—a part of it. We feel the sunshine bright, yet not too warm; a feeling of sunny quietness works on the imagination.

If students are very inexperienced they will have the same difficulty as a child of nine or ten to become conscious of abstract feelings. In such a

case, place near this picture one showing great action and turmoil as in a battle. Contrast awakens them to observation.

There are six to eight figures in the picture. What might the several reactions of each be to their surroundings?

Picture Composition—

The point of interest is not hard to place. Notice the eight to ten lines radiating from this one point. This makes for Rhythm and Balance. (See Rhythm, pages 63-71 "Advancing in Picture Study").

Notice the great amount of detail in the picture; is there one inharmonious element?

This is an excellent example of good Space Composition. Compare with a landscape of Claude Lorraine or with any of the landscapes of Fred Brigden of Toronto, who may verily be called the Canadian Claude Lorraine.

Artist—

Meyndert Hobbema (1638-1709). With Ruysdael he is counted the greatest landscape painter of the Dutch School; yet he has painted very few pictures. Perhaps overwork to support his family or the struggle against dire poverty explain this. How strange that the greatest Dutch masters, Rembrandt, Ruysdael, Hals and Hobbema all died in misery. Hobbema shared with his wife a section of the paupers' burial ground. (For detailed biography see "Advancing in Picture Study," page 145).

Note:—If in teaching any Art Lesson difficulties are met with, send in questions prior to 15th and these will be answered in the next issue of the Journal.

—Agnes Hammill, (Copyright)

The Fundamentals

"Those who propose a return to what they call the fundamentals seem to have little realization of the facts that most people can learn the skills required in the occupations which they follow in a relatively short time on the

job. But that it is only through organized education that we may reasonably hope to develop in our children the understanding and enthusiasm that lead to activity that makes life worth living."

News from the Field

On October 20th, an institute will be formed for the teachers in the rural municipality of Dauphin, by Miss J. Rae, public health nurse, for the purpose of reviewing the practical work in the course of instruction in first aid and home nursing.

The classes will be held on Saturday mornings at the Child Welfare Station (situated in the Rest Room) at Dauphin.

All teachers in the vicinity of Dauphin are invited to attend.

Hazelwood School near Minnedosa, opened August 30th, with Florence M. Aitken as teacher.

The Ridgeville school re-opened for the term with John C. Stewart in charge as principal and Miss A. McKinnon assistant.

Miss I. R. Abbott is teaching in the McNabb School District, Myrtle, this year.

Miss Hannah L. Glover has been engaged as teacher in Lilydale School, East Selkirk.

Work was resumed in the Woodlands School District with Miss L. K. Courtney in charge.

Miss Janet S. Stewart has been engaged as teacher on the staff of the Shellmouth School District for the present school year.

Miss M. E. Burnett and Miss M. Goodman are in charge of the classes in Roseisle School this year.

Mr. Charles A. Ursel is teaching in Belcourt School, Marquette.

Miss C. E. Gall has gone to Norway House where she will be in charge of the work in the Jack River Indian Day School for the school year.

Miss Jean M. Avery has joined the staff of the Crystal City High School this year.

Miss Ann D. Todd is teaching in the Elm Bank School, Starbuck, this term.

Miss Mabel Guest has been engaged as teacher in Bower School, McCreary.

Mr. Samuel A. Wright has been engaged as teacher on the Selkirk Collegiate this year.

Miss Helen Frame is teaching in the Beulah School District.

Mr. Harold Robson has joined the staff of the Carman Collegiate for the present school year.

Miss Lillian M. Rust has been engaged as teacher in the Gartmore School District, Dauphin, this term.

Mr. T. H. Worden and Miss M. G. Cunningham are in charge of the work in the Wilson River School District this year.

Miss Beulah Park is teaching in the Tracy School District, near Carman.

Classes in the Thunder Creek School District are, this year, in charge of Miss M. V. Wilson.

Miss Hildred McLennan has resumed her duties as teacher in the Crosby School District.

Sister Marie A. Laurendeau is principal at St. Joachim School, La Broquerie, this year.

Miss Edna Pearl Robinson is teaching in South Brandon School District for the present school year.

Miss Ina Lee has joined the staff of the Darlingford School this term.

Mr. R. Buck, formerly of the Emerson Collegiate has been engaged as principal in the Brant School District, Argyle.

Miss E. Cox is teaching at Woodside this year.

The Misses K. M. Anderson and E. J. Johnstone are the present teachers in the Lockport School District.

Miss Lillian Plewes is teaching at Garson this year.

Miss L. J. Stefanson is in charge of the work at Big Island School District this year.

Work was resumed in the Tyndall School for the year with the following staff in charge: Charles Cresswell (Principal), Gordon Duncan, Tina Semenko, Marjorie Cresswell and Nadia Boyaniwsky.

Miss Verna H. Gunter has been engaged as teacher in Matheson Island School for this term.

Mr. Albert M. Pratt, formerly of Russell, has joined the staff of the Birtle Collegiate.

Miss Vera Slator is teaching at Rugby School, near Brandon.

Miss E. P. Willett has been engaged as junior teacher in the Lennox School District, Goodlands.

Miss Leora E. Fallow has been engaged as Principal in the Moosehorn School District to replace Mr. C. Fines who has gone to Steep Rock.

Miss Hazel Campbell of Kenville is teaching in Ruby School District, Durban.

Mr. J. B. Day of Darlingford has been engaged as principal of Holland School District.

Teachers in the Fairfax School District are as follows: John Doughty (Principal), M. R. Pollock and Annie A. Lillies.

Mr. G. Dibblee, former principal of the Isabella School, has been engaged as principal of the Cradall High School. Mr. G. E. Pickard replaces Mr. Dibblee at Isabella.

Among the new teachers we note the following:

Miss Doris A. Moore, Dumfries School District, Neepawa.

Miss Mary E. McLean, Hiawatha School District, Ninga.

Miss Martha M. Andries, Flossie School District, Deloraine.

Miss Evelyn L. Kirkpatrick, Elm Grove School District, Elm Grove.

Miss Helen V. Krett, Audy School District, Crawford Park.

Miss Isabella M. Hornbeck, Netley School District, Teulon.

Miss Jessie H. Clarke, Newton School District, Roland.

Miss Mary K. Leonard, Martin School District, Moosehorn.

Miss Helen E. Kostyniuk, Lord Roberts School District, Tolstoi.

Miss Jean E. Tarrant, Lens School District, Bowman River.

Miss Kathleen M. Nelin, Croll School District, Croll.

Miss M. A. Jones, Buckleyville School District, Solsgirth.

Miss Mary E. Ross, Brooklands School District, Winnipeg.

Miss Ruby Finkbinder, Ross School District, Two Creeks.

Miss Anna M. Graham, Grainfields School District, Roblin.

Miss Annie E. Inglis, Granville School District, Ochre River.

Miss Joyce McKinnell, Brooklands School District, Winnipeg.

Miss Eileen M. Whyte, Marney School District, Strathelair.

Miss Phyllis E. Cottingham, Dundas School District, Teulon.

Miss Irene E. Church, Manchester School District, Emerson.

Miss Elizabeth O'Neill, St. Vital School District, Fort Garry.

Miss Margaret J. Buick, Grand Rapids School District, Grand Rapids.

Miss Olivia W. Pomerey, Shell Vale School District, Roblin.

Miss Mary L. Ferguson, Glenlyon School District, Gilbert Plains.

Miss Dorothy Lillian Edwards, Glenlawn School District, St. Vital.

Miss Edith F. Watson, Mowat School District, Fork River.

Miss Laurie E. Bush, Hartfield School District, Ericksdale.

Mr. A. A. Harder, Briton School District, Oatfield.

Mr. Thomas Bell, Chatfield School District, Chatfield.

Mr. Henry Rosner, Friedensfeld School District, Steinbach.

Mr. Wm. E. Saunders, Kissinging School District, Sherridon.

Mr. Charles K. Forrie, McGregor School District, McGregor.

Mr. Allan R. Ramsay, Ross School District, Two Creeks.

Mr. William G. Johnson, Minerva School District, Gimli.

Mr. W. M. Didur, Mink River School District, Ukraina.

Miss Margaret Cadwell, Winnipeg, has been engaged as teacher in the recently formed school district of San Antonio at Bissett.

Teachers in the East Poplar Point School District are C. D. Voigt (Prin-

cial), Robert W. Bend and Gladys V. Gowler.

Miss Christine V. Hallgrimson is on the staff of the Wawanese High School this year.

May I submit the names of teachers who have taken up their duties in the various schools administered by Mr. S. J. Wood, Fraserwood—

Mrs. E. A. Priest, Park School.

Mrs. L. Fitz Patrick, North Felsendorf School.

Mr. J. Wicky, South Felsendorf School.

Mr. H. Bathgate, Willow Creek School.

Mrs. L. Strong, Strig School.

Miss E. Urry and Miss D. Shelldrake, Malonton Village School.

The Misses Rust, Polson School.

Mrs. P. Williams, Devonshire School.

Miss E. Fines, Cavendish School.

Mr. T. McKay, Cumming School.

Mr. R. Stewart, Rembrandt School.

Miss A. Nychorchuk, Rembrandt Village School.

Miss M. Jackson and Miss M. Kelly, Meleb Village School.

Mr. J. Muller, Zambor School.

Mr. E. Chesley, Bradbury School.

Mrs. K. Glenister, (Komarno) Zbruck School.

Miss O. Bilinski, Komarno School.

Miss E. Graves and Miss N. Tash, Fraserwood Village School.

Mrs. Gordon Stewart

The death occurred at Birtle on September 13th, of Mrs. Gordon Stewart, after a lingering illness.

Mrs. Stewart was formerly Miss Hazel Manwaring, youngest daughter of the late H. A. Manwaring, well-known pioneer of the Birtle district. In 1929 she married Mr. J. Gordon Stewart, of Birtle.

Mrs. Stewart was born in Birtle in 1889, in the same house in which she died, and received her early education in Birtle, later going to St. Margaret's, Toronto, and graduating from the University of Manitoba in 1916. For some years she was Principal of the Birtle High School.

She was well-known to the teachers of this Province; for several years she was a member of the Provincial Executive and devoted a great deal of time and energy to the Manitoba Teachers' Federation, particularly during its early years. For two years she was a member of the Advisory Board representing the public school teachers of the Western Division. The profession gained a great deal by her devotion to the cause of education.

In addition to her activities in teachers' associations, she was closely connected with the Women's Institute, the Anglican Church, and many local organizations. Her death at such an early age is a very great loss to the life of the community in which she always showed such keen interest.

TEACHERS' RETIREMENT FUND

It may be of interest to the teachers to know just what procedure is observed in connection with the securities held to the credit of the Teachers' Retirement Fund. The following will indicate the care taken in connection with the Fund:—

The Board consists of four members; two of them are teacher-contributors, nominated by the Federation; and two are well-known financiers appointed by the Minister of Education. Mr. J. E.

Millard, of the Department of Education, is secretary of the Committee.

The securities are deposited for safe-keeping in the vault of the Royal Trust Company, and the procedure with regard to the handling of them is as follows:—

In accordance with a resolution passed by the Board of Administrators shortly after the establishment of the Fund at least two persons are required to sign the register at the vault before

access can be had to the safety deposit box rented by the Board. These must be either the secretary and one member of the Board or any two members of the Board.

A register is kept by the secretary which is initialled by himself and the Board member accompanying him, or by the two or more members who may visit the vault, in the presence of each other at the time of the visit. Each deposit or withdrawal of securities and all coupons that are clipped must be properly noted; entries are always made to account for each and every transaction.

When bonds are purchased they are delivered by the firm from whom they are bought to the officers of the Fund at the vault and are then entered and deposited as above described.

When coupons are clipped they are taken immediately to the Bank for deposit only, and the Auditors are required to check the entries in the

securities registered against these bank deposits. The bank is furnished with the resolution of the Board authorizing it to pay cheques only when signed by two designated persons.

An Investment Committee, consisting of the secretary and the two permanent members of the Board, are required to pass on the purchase or sale of all securities, and this Committee reports to the Board at its regular meetings. In making investments, the Investment Committee can buy only such securities as are allowed by the Manitoba Trustee Act, and the policy of the Board is definitely against investing any funds in mortgages.

It may also be added that on August 31st of this year a careful check of all securities held by the Board was made in the presence of the members of the Board including the teacher-representatives, as well as the General Secretary, E. K. Marshall, and everything was found to correspond exactly with the statement of the auditors.

Our Project Club

In last month's issue three projects were credited to Miss Jean Adamek's class, that were prepared by Miss Stevenson's class. The subjects were (1) Our Missionary. (2) Sago. (3) Our enemy the fly.

A very fine piece of work is sent in from Miss Stillman's school in the unorganized territory. It consists of furniture made from crude material. The children had few tools, and did not even

have nails to hold the chairs and tables together. So they made wooden pegs. There are a bed, two chairs, two tables, a bureau, and a number of other pieces of furniture, all tastefully and correctly made. It is one of the finest exhibitions a country school could make. After looking at it one teacher said: "I shall never complain again about lack of material. These children with no equipment and the simplest tools did wonderfully fine creative work."

EDUCATION THROUGH DOING

There is an old saying that "We learn to do by doing." This has received a better wording by one of our Canadian psychologists "We learn to know by doing and to do by knowing." This article is to suggest things chil-

dren might do in school to aid them in learning.

A. Individual and Class Projects.

A Circus—Tents, animals, clowns, apparatus, side-shows (paper, cardboard, clay or plasticene, sand-table,

yard.) In connection with this there may be printing, writing, singing, band-playing, drilling, tumbling, making and selling lemonade, introduction of arithmetic, drawing. Three junior classes may combine.

A Noah's Ark—Carried out in the same way. Oral composition may be emphasized. The children may do most of the work by cutting animals from paper. The ark may be of paste-board. The human characters may be cut from magazines or may be dolls dressed by the children.

A Village Street—Showing houses, stores, a church, a school, a yard or garden. A very pretty effect here. Sand-table may be used or paper.

A Toy Store—This gives an opportunity to every child to make and add some object. A visit to the nearest store or an examination of a mail order catalogue will give suggestions.

A Festival Occasion—This suggests Christmas, Easter, Thanksgiving, Halloween, Canada Day, Empire Day, Mother's Day.

A Doll's House—This is well-known. Work out to last detail.

A Mediaeval Castle—A fine project for Grade III. or IV. If armor is made it lends interest. The making stimulates reading.

A Grocery—A free exercise in arrangement, in making paper boxes, labelling, buying, selling, estimating. A store in the yard may be possible.

Booklets—Health chores, spelling, writing, plays. Among the best are booklets for the children's hospital.

A Japanese Garden. Material may be obtained at the fifteen cent store.

B. Projects based on Class Studies.

Geography—Building a dam, digging a coal mine, cultivating wheat, potatoes. Pictures of homes in various lands; of natural costumes, of occupa-

tions, of people; collections of raw materials and manufactured objects; dramatizing the life of doctor, teacher, preacher, policeman.

History—Making pictures and charts to illustrate characters and scenes in history. An Anglo-Saxon dinner, an Elizabethan theatre, a parade of people of a century ago; opening Aunt Mary's photograph album. Sand-table plans of battle-fields. Plasticene mouldings of Quebec and Plains of Abraham; of Pass of Thermoplae. A miniature farm of last century. Charts showing routes of explorers. Photographs and pictures mounted in books each to illustrate life in country being studied.

Arithmetic—A school store, parcels, checks, money, bills, all supplied by the pupils. Actual buying and selling. The drawing of a picture of father's farm. Find cost of fencing, plowing, harrowing, sowing, reaping, threshing. Find yield of a field of wheat. Amount received per bushel. Net gain or loss. Similarly deal with potato garden, the poultry farm. Then turn to dress-making, painting, shingling the house, papering a room. It is the self-selection of materials and calculation of cost that are valuable.

Reading—There may be drawing, making, dramatizing, following each lesson, e.g. The three bears suggests: Making Cinderella, the bears, the bears' house, the furniture, the bowls, the forest. And of course the whole thing will be dramatized. The Arrow and the Song may suggest making of bow and arrow, target practice. May suggest also finding songs that comfort and arrows that hurt. There is scarcely a lesson that does not suggest some exercise in doing.

(This is enough for one issue. If teachers try something and report it will help others.)

THE SCHOOL AND SOCIETY

No. II.

There is an old proverb, "As the twig is bent the tree is inclined." Applied to the problem with which we

are dealing it means that the attitudes, habits and ideals of the school are to some degree transferred to society.

What we would like to have prevail in business and social life, in national and international relations, that we must somehow instil into the minds and hearts and even fix in the bodily habits of children and youths.

The starting point is not verbal instruction but practice, based largely on imitation and custom. If a teacher wishes her pupils to be polite she will not place chief reliance upon teaching a memory gem such as "Politeness is to do and say the kindest thing in the kindest way," but will strive to make her school one in which in every thought and act the pupils will be thoughtful of each other and habitually kind. In coming to school there will be no bullying of the younger by the older. In coming into the class-room there will be no shoving and crowding. When one pupil passes before another he will say "Excuse me." When the teacher asks a favor of a pupil she will smile. When a book falls on the floor a pupil will hasten to restore it to the owner. At lunch there will be no "gorming" of food. On the playground each will respect the rights of his neighbor. In class there will be no interruptions that are unnecessary. Some day the practices may be generalized, and even the little couplet just quoted may be appreciated. Then when the habit is laid in school, an attempt may be made to have it carry over into life in public. What about whistling and tramping at a concert? What about keeping seats in the street car while older people stand? What about interrupting conversations? What about loud talking? About whispering in church? If not too much is said the influence of school may be carried over into the larger field. The little kindergarten child changed her manners after being at school for a time. Her mother asked her if she had lessons on behaviour. No, she had not. "Does the teacher not show you how to act and speak?" "No, she does not." "Then why do you behave so much more pleasantly?" "Why she walks around and we feel good." A

virtue, such as politeness is a form of living. It is action. It is intelligent action. It is selected action. It is selected or chosen by the pupil himself. It is a matter of individual choice. The choice is worked over into a habit. The result is individual happiness, and group comfort. The individual does not think of his happiness but of group comfort. In a socially-minded school the welfare of the group is always the first consideration.

Now politeness is only one of many virtues that should be illustrated in the daily life of the school. Others are the same thing expressed in other words as kindness, friendliness, unselfishness. Still others are such well-known traits as honesty, truthfulness, loyalty to trust; punctuality and regularity; the physical habits of cleanliness, order, neatness. It is easy for any teacher to make out a list for her own guidance.

The School Curriculum quite properly says that manners and morals cannot be taught in set lessons. They are being taught all the time. They are the very flavor of school life. The best part of education consists in teaching children to practice these social habits until they become second nature. In after life pupils may not thank a teacher for lessons in arithmetic or grammar or drawing, but they will remember with gratitude all that was said and done to qualify them for life in society.

This then is the beginning of Social Education, teaching pupils to behave as worthy members of the group. Nothing is unimportant in the school life from the first minute of the day until the hour of dismissal. Friendliness, kindness, politeness, cleanliness, courtesy, order, regard for the comfort of the whole group, these appear in everything. They need never be mentioned in word. They just appear—in word, in deed, at work, at play; in teacher and pupil.

We close by repeating the last sentence in the article of last month, "It is not going to mean a new subject of study added to the programme."

Selected Articles

THE TEACHING OF NUMBER

(An English View)

Perhaps some suggestions for the syllabus and for apparatus may be useful. The preliminary steps are always to develop the sense of differences—in texture and color, in length, weight, height, and so on. At first we confine ourselves to two of each, i.e., long and short, heavy and light, large and small, and when the child is familiar with these we add a medium group, so that long and short now become longest and shortest. The stair and the tower, hollow graded cubes, building bricks, painted cardboard strips, are all in use here, and so are graded cube beads, lead and pebbles, corks and feathers. When the child can place the lengths in order of increase or decrease, we “go upstairs” with him, counting each lengthening strip from one to ten.

For his introduction to symbols, we take him either to the price tickets of our friend the grocer, to the number frieze on the wall where little companies of birds go flying, or we utilize his tram tickets, of which he invariably has a rich collection. One cannot lay down any hard and fast rule for this introduction. The child himself will suggest the right way to the watchful teacher. Counters, marbles, cowries, beads, all come into use for the teaching of the values of figures from 1 to 5. The last step here is when the child makes himself a bead chain, fastens it off and ties a ticket on it which says 5. Then we return to the figure 1 and teach up to 8, thus revising the work done already, as well as covering new ground. The chain of 8 is made, and we teach from 1 to 10.

Loose figures to place on bricks and beside bead chains, beans to place in holes and a figure to lay beside, counters to fit over circles on a board and a figure to correspond, come into use.

With Marbles and the Like

Now we begin to count in chorus and continue to 20, and then from 1 to 30

and 40. Additions of units, the sum to be under 10, is carried out with marbles and counters, bricks and dominoes. We make 10 chains of beads, bunch up 10 feathers and so on, and barter them for loose ones, and play fine games where one red brick is worth two cowries. Quoits, skittles, dominoes, scoring games, go on apace, and cards are prepared for addition of two units, and loose answer figures are provided. We count up to 50 and check the answers to our sums by looking at the reverse side of the card.

Subtraction of units under 10 requires much the same type of apparatus, though it is wise at first to have distinctive colors for the sum cards in the first two rules. The carrying figure is dealt with, and here the boards divided by a broad stripe are introduced. It is then easy for the child, in dealing, for instance, with such a sum as $14-9$ take his nine from the 10 and then move the remaining one from the broken bundle “which isn’t a 10 or more,” to the unit side for the calculation of the remainder. test cards in the two operations, counting to 100, and the making of 100-boxes of beans, bring us to preparation for tables by counting in twos (odds and evens), tens, fives and threes. Card-board money appears, shopping cards and games.

Division as a “sharing game” we prefer before multiplication, partly because the child is always having practice in it in his daily activities. Stick bundles of tens, rulers, scales and scissors are in constant use. Elementary fractions we introduce by means of the ever useful milk bottles which hold one-third of a pint, and we proceed to much merriment and splashing at the tap when we borrow a quart measure and fill quarter-pint cups with water. Half-pennies and farthings appear, and we learn the component parts of a shilling.

Tables are written down in the usual form, that of two first, then tens, fives, threes, fours, sixes, sevens, eights, nines, elevens and twelves as we grow to them. At the moment we are experimenting with the elevens table following the tens, since it is simple in construction and also gives a satisfactory introduction to the addition of units to the tens already known.

To Lay Aside Mechanical Aids

When the tables are written, the multiplication sign is thoroughly familiar and we can proceed to sums of this kind. Mixed tests on all four rules follow, using numbers up to 100. Written and picture problems prepare the way for later arithmetic books, and at this stage practically all mechanical aids to number work are laid aside, except in the case of backward or unconvinced children, in occasional demonstrations, or to correct errors. Sometimes they are used to prove the correctness of an answer.

Tape measures and rulers are in use for scale models and measurement sums, cardboard clock dials, weights up

to a pound, coins up to half crowns, with plenty of pence for building the table by gradual steps to five shillings. Revision cards on the first four rules, and those same rules applied to money, are presented, with any apparatus that may be necessary to demonstrate the working of simple two-process problems. Mental arithmetic, applied arithmetic, tests for speed and accuracy, with plenty of practice in the more difficult tables of measures, keep interest and attention on tiptoe. Numbers appear up to 1000, elementary fractions, money to £1, tables of farthings, shillings and halfpennies, and perhaps an introduction to the decimal system, when once the child can appreciate a tenth part, with all the fascination of multiplying and dividing in tens by moving the decimal point to right or left.

It is all great fun and tremendously interesting, an introduction to a world where one can be a shopkeeper, banker, assessor, surveyor, and juggler all in the course of one golden day.

—Dorothy Thody,
in *Christian Science Monitor*.

“SPEAK THAT I MAY SEE”

Most Americans are familiar with the type of advertisement that begins, “Do you say—?” and goes on to illustrate the various ways in which the English language is misused. The advertisers usually aim to make it clear that they can lead their readers through the labyrinth of grammar and into the most select drawing rooms with a certain number of lessons via the post office. The idea has its merits. But there is something more than correct usage required of the person who would use speech to the best advantage.

Speech is the clothing of the thought. And the words which are the garments not only should be assembled according to the best custom of the day, but should be made of that fine-textured cloth which is the carefully modulated voice.

Perhaps we hear too much of subways and not enough of streams. Perhaps the necessity of communicating an idea between the honks of motor horns, or before an approaching trolley comes to snatch the listener away, prevents the saying of things as we should like to hear them said. At any rate, there are many of us who might wish for our speech “more of the music and less of the words.”

Not long ago Mr. John Erskine called his fellow New Yorkers to task for their strident voices. But gently. New York offered a not very auspicious environment for the development of dulcet vocal tones, he pointed out. More recently Mr. Henry Seidel Canby has called attention to the neglect of the voice, evident, he says, even in conver-

sations where the selection of words shows an "almost priggish correctness." Such reminders are valuable.

After all, it does seem a little strange that at a time when so many persons are spending considerable sums in an effort to make themselves attractive, there is not more attention paid to the matter of voice. Perhaps some such anomaly existed in Charles Lamb's day. At any rate, he had occasion to observe "How often you are irresistibly drawn to a plain, unassuming woman, whose soft silvery tones render her positively attractive!" As for Lamb, so for all of us. Nor is the attraction of a well-

managed voice any less in men than in women.

So great an importance did pleasant enunciation assume to Ben Johnson that he wrote: "Language most shows a man; speak that I may see thee." From his point of view, the ideal voice perhaps should sound "as some soft chime had stroked the air." For many, such a voice may have to serve only as an ideal. But efforts in the direction of its attainment are not likely to go entirely unrewarded, in business, social intercourse and in the satisfaction of contributing something of harmony to an often strident world.

—Christian Science Monitor.

HOW A GREAT BOOK WAS WRITTEN

Then, when 1719 found him so peacefully settled at Stoke Newington with but one problem, the necessity for furnishing the book-sellers with enough copy to supply himself with a sufficient income, he bethought him of a subject that must have fitted in with his own secluded life—what would a man alone on a desert island do! The first consideration was to avoid taking Selkirk's story and simply adding to it. . . . He chose to make his man an Englishman from York.—But what should he name him? One of his old classmates at Newington-Green was Timothy Crusoe; the name had stuck in his memory, but he changed the first part to Robinson, a common surname, especially in his hero's native town. . . .

There was another and even more important detail to be considered; Juan-Fernandez would inevitably recall the adventures of Selkirk; De Foe must find another location for his story. He had always been interested in Sir Walter Raleigh's account of Guiana, and he made up his mind that this desert island should be off the coast of South America at the mouth of the Orinoco river. . . . The maps of the time show that geographers generally agreed upon placing an archipelago at the mouth of the Orinoco, which they pictured as a large gulf. The most eastern of these islands was in the Atlantic, far from the mainland. None of these islands

was named, and their outlines were only vaguely suggested. It was one of these mere dots on the map, then, that De Foe chose for the home of his shipwrecked hero, transplanting to it the turtles, the goats, and the cats of Juan-Fernandez; he would have been as surprised as the next one to know that these animals were really native to the place. He was not so fortunate in adding Selkirk's penguins and seals, a blunder which may well be held against him, since any knowledge of the fauna of the torrid zone would indicate his error. He did inform himself as to the proper vegetation for his locality. He accommodated the physical aspects of the land to Robinson's needs, creating a clear stream, a wooded hill for an outlook, and a rocky formation that was easily excavated. Every once in a while there would crop up in his imagination details that he had read in connection with Selkirk's story and that have left on Crusoe's Island the imprint of Juan-Fernandez; such, for example, are the steep cliffs where the agile goats lived.

Little by little the subject matter took form in De Foe's mind; he began to know his character and to see him in his environment.

—Paul Dottin, in "The Life and Strange and Surprising Adventures of Daniel DeFoe." Translated from the French by Louis Ragan.

PRESS AND PROFESSION

The Need of the Age

And now general economic befuddlement should be enough to prove to the schools for all time that their own well-being and society's well-being are thoroughly interdependent; also that it behooves educators to find subject matter and to organize courses so that a grasp of the fundamentals of economics may gradually become more common and the people as a whole become more confident in working out their own and their country's economic future.

The schools are not trying to escape this inflood of obligation. Educators are themselves taking the initiative in defining a greater and a clearer purpose for education. It is good that education has been forced to take on

direction. School hereafter is bound to be geared more closely to everyday living. Teachers are undertaking to develop their social vision. College executives are beginning to give the social sciences first place upon their study programs. The strictly academic subjects are dropping to fourth position.

N.E.A. President

Miss Hale said that her message "to the people at the top is that it is going to be increasingly important to you in high places that you learn more and more how to interpret your splendid education in terms that the everyday citizen can understand." Then she continued, "One of the reasons why a great many taxpayers seem ready to turn against the schools today is the result of educators making education seem to be an aristocratic, coldly formal, and bookish thing. It is going to be increasingly important for those of you in the higher institutions of learning that our graded school-teachers become real professional men and women. Only as they become a power in this country along the right lines will you have any foundation left upon which to build your own principles of higher education."

Reasonable Reduction

The teachers are willing, too, to accept salary reductions, while at the same time they hope that salary schedules will be maintained and the cuts be looked upon as temporary measures. They point to the sums raised by teachers for needy pupils as indicating their public-spirited attitude, Chicago teachers who have been unpaid for nearly 20 months, having raised a large sum while New York teachers have collected and spent over \$1,000,000, and in Newark, N.J., the teachers have given \$30,000 to students.

An Open Letter to the Teachers of Manitoba

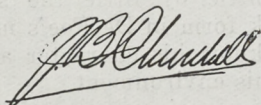
There was a time when professors and teachers remained within their classic halls and requested the student to come to them. Today there is almost universal acceptance of Huxley's slogan that "there ought to be an educational agency to seek out capable young men and women wherever they may be found and turn them to account.

There are capable, ambitious young men and women who, due to circumstances beyond their control, are denied the advantages of any of the regular educational agencies. It is an old and exploded belief that an education—a vocational training for business, industry or engineering—can be obtained only by the select few who enjoy the financial backing necessary for a college or university degree.

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Vocational Director.

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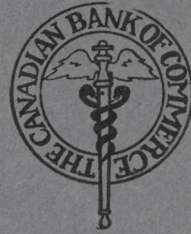
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